

**DESIGNING A COURSE BOOK FOR THE RECEPTION STAFF  
OF VIDI HOTEL YOGYAKARTA**

**A Thesis**

**Submitted as partial fulfillment of the requirements for the attainment of  
*Sarjana Pendidikan* Degree in English Education**



**By:**

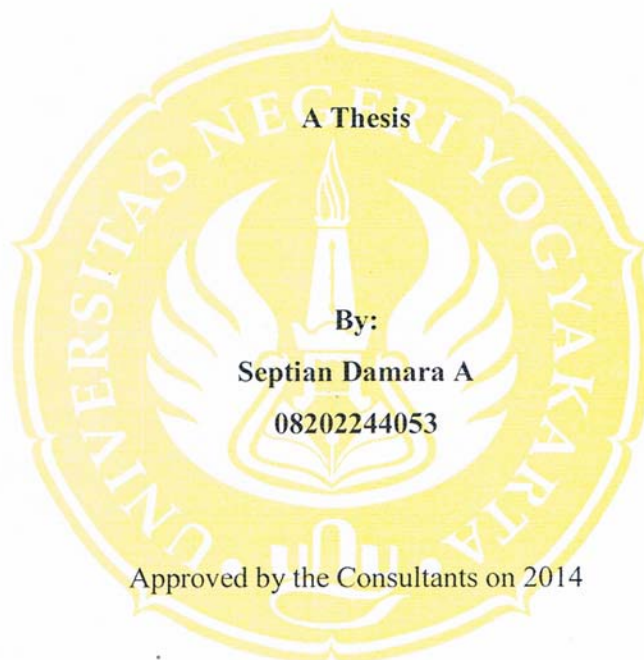
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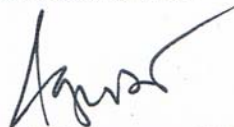
**ENGLISH EDUCATION DEPARTMENT  
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OF VIDI HOTEL YOGYAKARTA**



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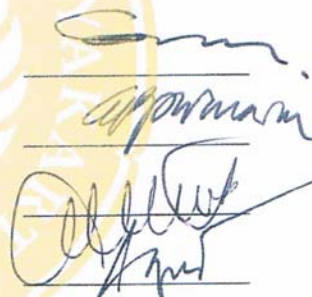
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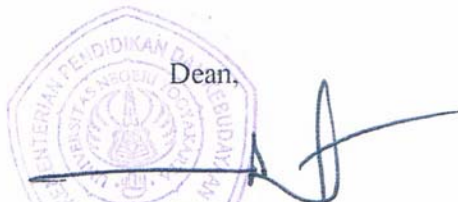
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## PERNYATAAN

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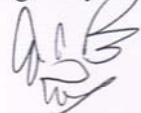
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## **MOTTOS**

**“You either die a hero or live long enough to see yourself become a villain” –  
Harvey Dent (The Dark Knight movie)**

**“Hardworks will never betray you” – Kang Gary**

## **DEDICATION**

To myself, Septian Damara Adhianto and my parents Rusmiyantoro and  
Yuni Ekawati

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I really hope this thesis give valuable contribution to its readers, especially students of English Education Department.

Yogyakarta, May 25<sup>th</sup> 2014

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## TABLE OF CONTENTS

	page
TITLE.....	i
APPROVAL SHEET .....	ii
<i>PERNYATAAN</i> .....	iii
MOTTOS .....	iv
DEDICATION .....	v
ACKNOWLEDGEMENTS .....	vi
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	x
LIST OF FIGURES .....	xii
LIST OF ABBREVIATIONS .....	xiii
ABSTRACT.....	xiv
 CHAPTER I. INTRODUCTION	
A. Background of the Study.....	1
B. Identification of the Problem .....	4
C. Limitation of the Problem .....	5
D. Formulation of the Problem .....	5
E. Objectives of the Study .....	6
F. Significances of the Study .....	6
 CHAPTER II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	
A. Literature Review .....	7
1. English for Hotel Staff.....	7
a. English for Hotel Staff .....	7
2. English for Specific Purposes .....	8
a. Definition of ESP .....	8
b. Reason for Using ESP .....	9
c. Needs Assessment .....	11
d. Materials Development in ESP .....	13
3. Content-based Instruction.....	16
a. Definition and Principles .....	17
b. Theory of Language.....	19
c. Theory of Learning .....	20
d. Content-based Instruction Design .....	22
4. English Instructional Materials.....	25
a. The Nature of Instructional Materials .....	25

b. The role of Materials .....	27
5. Materials Development .....	29
a. Definition of Material Development .....	29
b. The Process of Materials Development .....	32
6. Unit Design Development .....	37
a. Principle of Unit Development .....	37
b. Model of Unit Design .....	38
c. Task Grading and Sequencing .....	39
7. Task Design Development .....	44
a. Definition of Tasks .....	44
b. Components of Tasks .....	45
c. Principles of Task-based Language Teaching .....	47
d. Framework for Task-based Language Teaching .....	48
8. Materials Evaluation .....	49
B. Conceptual Framework .....	51
CHAPTER III. RESEARCH METHOD	
A. Type of Study .....	54
B. Research Setting .....	54
C. Research Subject .....	54
D. Research Procedures .....	55
E. Data Collection Technique .....	57
F. Research Instrument.....	58
G. Data Analysis Technique .....	60
CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION	
A. Research Findings .....	62
1. The Needs Analysis .....	62
2. The Course Grid .....	74
3. The Unit Design .....	81
4. First Draft of Material .....	82
5. The Expert Judgement on the First Draft of Material .....	94
6. The Review of the First Draft of Material .....	98
7. The Expert Judgement on the Second Draft of Materials.....	107
8. The Review of the Second Draft of Materials.....	110
9. The Expert Judgement on the Third Draft of Materials .....	118
10. The Review of the Third Draft of Materials.....	122
B. Discussion.....	124
CHAPTER V. CONCLUSION AND SUGGESTION	
A. Conclusions .....	129
B. Implication.....	131
C. Suggestions .....	132

REFERENCES .....	134
APPENDICES	
A. Needs Analysis Instrument .....	137
B. Results of Needs Analysis.....	142
C. Interview Guide and Transcript .....	146
D. Course Grid .....	150
E. First Draft of Materials.....	160
F. Expert Judgement Questionnaire .....	194
G. Results of Expert Judgement Questionnaire on First Draft of Materials .....	210
H. Second Draft of Materials .....	215
I. Results of Expert Judgement Questionnaire on Second Draft of Materials .....	255
J. Third Draft of Materials .....	260
K. Results of Expert Judgement Questionnaire On Third Draft of Materials .....	303
L. Validation.....	308
M. Final Draft of Materials.....	340
N. Research Permission Letter.....	383

## List of Tables

	Page
Table 1. Basic principles of materials development.....	31
Table 2. Components of the system approach model .....	33
Table 3. Phases of task sequencing.....	40
Table 4. The organization of the needs analysis questionnaire .....	58
Table 5. The organization of the expert judgement questionnaire .....	60
Table 6. Qualitative data conversion.....	61
Table 7. Target needs: goals.....	62
Table 8. Target needs: necessities.....	63
Table 9. Target needs: lacks.....	64
Table 10. Target Needs: lacks.....	65
Table 11. Target Needs: lacks.....	66
Table 12. Target needs: lacks.....	67
Table 13. Learning Needs: Learning Input.....	68
Table 14. Learning Needs: Learning Input.....	69
Table 15. Learning Needs: Learning Input.....	69
Table 16. Learning Needs: Procedure.....	70
Table 17. Learning Needs: Procedure.....	70
Table 18. Learning Needs: Procedure.....	71
Table 19. Learning Needs: Procedure.....	71
Table 20. Learning Needs: Procedure.....	72
Table 21. Learning Needs: Procedure.....	73
Table 22. Learning Needs: Procedure.....	73
Table 23. Learning Needs: Procedure.....	74
Table 24. The Unit Design of the Materials.....	82



Table 25. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Content of the First Draft of Materials.....	95
Table 26. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Language of the First Draft of Materials.....	96
Table 27. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Materials Presentation of the First Draft of Materials .....	97
Table 28. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Materials Layout of the First Draft of Materials.....	97
Table 29. The Evaluation and Revision of Unit 1 of the First Draft of Materials.....	99
Table 30. The Evaluation and Revision of Unit 2 of the First Draft of Materials.....	101
Table 31. The Evaluation and Revision of Unit 3 of the First Draft of Materials.....	102
Table 32. The Second Draft of Materials.....	103
Table 33. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Content of the First Draft of Materials.....	108
Table 34. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Language of the Second Draft of Materials.....	108
Table 35. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Materials Presentation of the Second Draft of Materials.....	109
Table 36. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Materials Layout of the First Second of Materials.....	110
Table 37. The Evaluation and Revision of Unit 1 of the Second Draft of Materials.....	111
Table 38. The Evaluation and Revision of Unit 2 of the Second Draft of Materials.....	112

Table 39. The Evaluation and Revision of Unit 3 of the Second Draft of Materials.....	113
Table 40. The Third Draft of Materials.....	115
Table 41. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Content of the Third Draft of Materials.....	119
Table 42. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Language of the Third Draft of Materials.....	120
Table 43. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Materials Presentation of the Third Draft of Materials. ....	120
Table 44. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Materials Layout of the First Third of Materials.....	121
Table 45. The Evaluation and Revision of Unit 1 of the Third Draft of Materials.....	122
Table 46. The Evaluation and Revision of Unit 2 of the Third Draft of Materials.....	123
Table 47. The Evaluation and Revision of Unit 3 of the Third Draft of Materials.....	124
Table 48. The Organization of the Needs Analysis Questionnaire.....	137
Table 49. The Results of Target and Learning Needs.....	142

## **List of Figures**

	Page
Figure 1. Flow Diagram of Course Organization by Graves .....	29
Figure 2. Dick and Carey Instructional Design.....	36
Figure 3. Task Components .....	45
Figure 4. A Framework for Task-based Language Teaching .....	49
Figure 5. Steps for Conducting a Task Evaluation .....	50
Figure 6. The Simplified Model of the Research Procedure.....	55

### **List of Abbreviations**

BSNP	: <i>Badan Standar Nasional Pendidikan</i> (Bureau of National Education Standard)
CBI	: Content-based Instruction
CLT	: Communicative Language Teaching
EFL	: English as a Foreign Language
ESL	: English as Second Language
ESP	: English for Specific Purposes
TBLT	: Task-based Language Teaching

# **DESIGNING A COURSE BOOK FOR THE RECEPTION STAFF OF VIDI HOTEL YOGYAKARTA**

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## **ABSTRACT**

The objectives of this study are; (1) to analyze the needs of the hotel reception staff and (2) to design appropriate English materials for the hotel reception staff of Vidi Hotel Yogyakarta.

The nature of this study is Research and Development (R & D). The procedures were conducting needs analysis, planning (writing the course grid), designing the materials (writing the first draft), expert judgement (evaluating the appropriateness and reviewing the content), and writing the final draft of the materials. This study involved 16 reception staff of Vidi Hotel Yogyakarta as the subject of the research. The data collection instruments were questionnaires (the needs assessment questionnaire and the expert judgement questionnaire) and interview guideline. One material expert was involved in the expert judgement process to review and evaluate the materials. The results of the needs assessment questionnaire and the expert judgement were analysed using descriptive statistics and frequencies.

The findings of this study show that: (1) the goal of learning English for the reception staff of Vidi Hotel Yogyakarta was to enable the reception staff of Vidi Hotel Yogyakarta to precisely understand what the guests want, (2) their main difficulties in learning English are fluency and vocabulary, (3) they prefer oral productive tasks such as short monologues and dialogues and role play in the learning process, (4) the learning materials developed are appropriate based on the results of expert judgement questionnaire, proven by the mean value of 4.26 of overall items which include the appropriateness of content, language, presentation and layout. This study also suggests that appropriate learning materials should consist of introduction, lead-in, main activities, evaluation, reflection and summary.

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and the significance of the study.

#### **A. Background of the Study**

Tourism is one of the most promising industries in the world. Every year, countless people around the world visit tourism places all over the world. They visit local and even international tourism destinations. Indonesia also becomes a popular tourism destination. Bali, Bandung, Yogyakarta, are some famous destinations for both domestic and international tourists. Based on an article in tempo.co, approximately 7.65 millions of international tourists visited Indonesia in 2012. The hospitality industry is part of a huge group of companies known as travel and tourism industry, which provides the necessary or desirable goods and services to travelers. The hospitality and tourism industries are the fastest – growing industries in the world (Walker, 2010) in (Kapiki 2012: 1).

The travel and tourism industry is composed of five parts: tourism lodging, the transportation services, food and beverages operations, retail stores, and the activities (Kasavana and Brooks, 2007) in Kapiki, (2012: 1). Hotels play a vital role in tourism industry since they provide accommodations to tourists, not only in form of rooms but also restaurants, stores and even the tourism activities.

In general, to be called a hotel, an establishment must have a minimum of six letting bedrooms, at least three of which must have attached private bathroom facilities. Hotel and hospitality are inseparable from tourism industry.

For reception staff of the hotels, good communication skills are very important. They have to understand what guests want. They also have to be able to explain what makes their hotel different from others. The main duties of reception staff include : dealing with bookings by phone, e-mail, letter, fax or face-to-face, completing procedures when guests arrive and leave, choosing rooms and handing out keys, preparing bills and taking payments, taking and passing on messages to guests, dealing with special requests from guests (like booking theatre tickets or storing valuable items), answering questions about what the hotel offers and the surrounding area, dealing with complaints or problems. They have to accomplish those duties well because the pride of their hotel is in their hands. In accomplishing their duties, they have to deal with guests and tourists from various countries, from local to international tourists. International tourists, coming from various countries use English language as their main communication tool when visiting other countries because of the nature of the English as an international language, so that the hotel reception staff have to be able to communicate in English too.

As an international communication language, the English becomes a vital part in hotel industry. According to Crystal (2003 :10), the English is now the language most widely taught as a foreign language –over 100 countries, such as China, Russia, Germany, Spain, Egypt, and Brazilia– and in most of these



countries it is emerging as the chief foreign language to be encountered in schools. It means that tourists from around the world will use the English to communicate when traveling to other countries. Although they come from non – English speaking countries, they will use English language to communicate because they believe that the English is accepted as an international communication around the world.

Located in Jalan Kaliurang km. 5, Vidi hotel is one of the hotels which are often used by tourists when visiting Yogyakarta. With the homey concept they uphold, and its strategic location, many tourists both local and international who stay there every year. Its reception staff are required to be able to show the “homely” to the customers, especially those who come from foreign countries. They must be able to explain and understand what their customers want and make them feel like home when staying in Vidi hotel. In order to do so, excellent English mastery is a must.

Teaching the English for hotel reception staff differs from teaching the English in general. What is used here is English for Specific Purposes or ESP. ESP deals with particular aspects which are needed by particular learners, in this case hotel reception staff. ESP will help them to communicate in English, including specific expressions and information related to tourism and hospitality.

Conducting ESP to hotel reception staff also require specific materials dealing with them. The materials must be developed in order to fulfill their specific needs, especially ones dealing with tourism and hospitality. The researcher is interested to conduct a study which reveals hotel reception staff

specific needs. The study will be conducted in Vidi hotel Yogyakarta. The researcher wants to develop a specific set of materials which will help the reception staff of Vidi hotel fulfill their needs, so that they will be able to use the English in communication with their foreign guests.

Based on the situation explained above, providing a model of appropriate English materials for a specific study program is urgently needed. With the pride of Yogyakarta and the Vidi hotel at stake, this study aims to find out and formulate a model of English materials which suit and fulfill the needs of the reception staff of Vidi hotel Yogyakarta.

## **B. Identification of the Problem**

A needs assessment process was conducted by the researcher in the forms of observation and interview. Based on the observation and the interview with the human resources development manager of Vidi hotel Yogyakarta, there were several problems related to the availability of English materials for the receptions staff to learn.

The first problem was that the management of the hotel did not provide the reception staff with such English materials. The management of the hotel only provided them modules with a lot of weaknesses. Those modules were inappropriate considering their needs as tourism and hospitality workers, and more specifically as reception staff. The modules mostly contained general English inputs which did not fully support their needs. There were also a few inputs specified for reception matters in the modules.

The second problem was the availability of audio visual materials. Audio visual materials were highly needed since specific purposes like tourism and hospitality needed a lot of practices and interactive inputs such as audio recordings and videos, so that would help them learn how to deal with customers with much ease. Based on the interview with the research and development manager, it was unveiled that he found it hard to find appropriate audio visual materials which would fulfill the specific needs of the reception staff.

Based on the problems above, it could be seen that specified and interactive English learning materials were demanded by the reception staff of Vidi hotel Yogyakarta. Their jobs had to be supported by materials containing specific inputs which were specialized for them in dealing with customers.

### **C. Limitation of the Problem**

This study would be limited into the English for hotel reception staff of Vidi hotel Yogyakarta. The materials would be developed based on their specific needs.

### **D. Formulation of the Problem**

The problems occurred could be formulated as follows:

- a. What are the needs of the reception staff of Vidi Hotel Yogyakarta?
- b. What are the appropriate learning materials for the reception staff of Vidi Hotel Yogyakarta?

### **E. Objectives of the Study**

Based on the formulation of the problem, the objectives of the study were :

- a. To analyze the needs of the hotel reception staff of Vidi Hotel Yogyakarta
- b. To design appropriate English materials for the hotel reception staff of Vidi Hotel Yogyakarta

### **F. Significances of the Study**

Theoretically, the result of this study is useful for other researchers as a source of references. Practically, the result of this study is useful for :

- English teachers and lecturers, especially ESP teachers as a reference
- Vocational school students dealing with hospitality, reception, and tourism
- Hotel staff, especially the reception staff of Vidi Hotel Yogyakarta

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter contains related theories to English for Hotel Staff, English for Specific Purposes, Content-Based Instruction, English Instructional Materials, Materials Development, and Materials Evaluation before the conceptual framework for this study is drawn.

#### **A. Literature Review**

##### **1. English for Hotel Staff**

##### **a. English for Hotel Staff**

As stated in Chapter I, English language is a basic requirement for someone to take a part in the world of tourism and hospitality. Those who work in a hotel, for example need to master the English both written and spoken because it will help them in their daily tasks.

In the tourism field, an employee has to be able to speak the English because the customers are not only local, but also international as well. Most of international customers are able to speak the English, because of the nature of the English as international communication device, so that in order to satisfy the customers, an employee, in this case a reception staff has to know what they want.

Service quality and the degree of satisfaction derived from service quality are becoming the most important differentiating factors in almost every hospitality environment (O'Neill and Palmer, 2004) in (Kapiki, 2012: 3). Walker (2010), in (Kapiki, 2012: 2) argues that for success in service the hospitality

operations, among others, should focus on the guest, emphasize high – touch instead of just high – tech and encourage changes, as well as innovation. So the very first one in charge of showing the ‘high–touch’ is the reception staff. They bear the responsibility to make a good first impression as well show their hospitality to guests.

In teaching the English to hotel reception staff, the most suitable materials for hotel employees are English for Specific Purposes. ESP for hotel employees only deals with English for tourism and hospitality field. It helps them learn how to use particular expressions related to their field, and actively use them in a communication.

## **2. English for Specific Purposes**

People’s needs and purposes in learning the English are varied. For hotel reception staff, for example, the English used is different from which is used by hotel chefs, etc. This leads to the development of ESP which is expected to suit people’s specific needs.

### **a. Definition of ESP**

Hutchinson and Waters (1987: 18) argue that ESP is not a language methodology which teaches specialised varieties of English and consists of a specific type of learning materials but it is an approach to language learning which is based on learners’ needs. Further, Robinson (1991: 3) defines ESP based on two criteria: 1) ESP is normally ‘goal–directed, and 2) ESP courses develop from a needs analysis which aim to specify what exactly it is that students have to do through the medium of English, and a characteristics which explain that ESP

courses are generally constrained by a *limited time period* in which their objectives have to be achieved and are taught to *adults* in *homogenous classes* in term of the work or specialist studies that the students are involved in. Due to the topics or themes, ESP is commonly conducted in vocational schools such as, tourism schools, medical schools, musical schools, etc.

Based on theories above, English Specific Purposes can be defined as a ‘goal-directed’ approach to language teaching and learning commonly involved in English Language Teaching processes. It significantly differs from the English for General Purposes in terms of topics and themes presented since its aim is to fulfill learners’ specific needs.

#### **b. Reasons for Using ESP**

What distinguishes ESP from other forms of language teaching is the awareness of the learners’ needs. Hutchinson and Waters (1987: 53) find that the awareness of learning needs has an influence on the content of a language course and will exploit what is potential for the learners. Therefore, ESP embeds a learner-centered approach which sees that language learners have different needs and interests. This approach is believed to make the learners be more motivated and it leads to an effectiveness of language learning.

Hutchinson and Waters (1987: 6) draw three main reasons of the emergence of ESP course.



### 1) The demands of a brave new world

By the end of World War II, English has been accepted as an international language of technology and commerce. Since that time, learning English is no longer for a pleasure or a prestige of well – rounded education but learning English is a necessity for some people who pursue higher achievement in the world – wide society.

### 2) A revolution in linguistics

As the development of linguistics study, Widdowson on his research found that the language varies in a number of different ways, for one context to another. Later, it triggered a new type of language teaching which classifies the content based on learners' needs such as English for engineering and English for commerce.

### 3) Focus on students

The development of educational psychology emphasises a new type of language teaching which is aware on the relevance of the learners' needs and interests with the language course content. The assumption underlying this approach is that the clear relevance of the course to the learners' needs will improve the motivation which makes the learning better and faster.

The combination of three aspects above has presented some reasons of the emergence of ESP as well as the reasons why ESP is important. Moreover, the three factors above clearly draw a conclusion about the needs for specialisation in language learning.

### **c. Needs Assessment**

In relevance with its definition, an ESP course should start with assessing learners' needs. This early stage of ESP is called needs assessment or needs analysis. This stage is proposed to discover the true needs of the learners or to explore a definable need to communicate in English which is relevant to the target situation. Graves (2000: 98) states that essentially, needs assessment is a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs.

Further, Chambers (1980) in Basturkmen (2010:17) states that the needs analysis should be concerned with the establishment of communicative needs resulting from an analysis of the communication in the target situation.

Richards (2001:53) lists a number of reasons for conducting needs analysis before starting a course for a group of learners as follows:

- 1) To determine current levels of language proficiency of the learners.
- 2) To determine who are urgently needed the language training.
- 3) To identify the perception of language problems and difficulties which are faced.
- 4) To ascertain the types of transactions which are typically performed in English.
- 5) To determine the language characteristics of those transactions.
- 6) To assess the extent to the needs which are met by current available programmes and textbooks.

Hutchinson and Waters (1987:54) define needs as the ability to comprehend and to produce the linguistic features of target situation. Furthermore, they distinguish needs into two categories: target needs and learning needs. The target needs are what knowledge and abilities the learner will require in order to be able to perform appropriately in the target situation. The analysis of the target needs is divided into three points which are necessities, lacks, and wants.

- 1) 'Necessities' is defined as the type of needs determined by the demands of the target situation
- 2) 'Lacks' is the gap between what the learners know already and what the learners do not know
- 3) 'Wants' is what the learners expect about language area that they want to master.

In conducting the needs analysis, Graves (2000) classifies the types of information gathered through the needs assessment process into two. They are present information and future information. Present information consists of six aspects: (1) who the learners are, (2) the learners' level of language proficiency, (3) the learners' level of intercultural competence, (4) their interests, (5) their learning preference, and (6) their attitudes. In the other hand, the future information consists of four aspects: (1) the learners' goals and expectation, (2) the target context: situation, roles, topics, content, (3) types of communicative skills they need and tasks they will perform, (4) language modalities they will use.

She further mentions the cycle of needs assessment process. They are: (1) deciding what information to gather and why, (2) deciding the best way to gather it; when, how, and from whom, (3) gathering information, (4) interpreting the information, (5) acting on the information, (6) evaluating the effect and effectiveness of the action, (7) (back to number 1) deciding on further information to gather.

After conducting process number 7, the teacher/material developer may re-start the process of needs assessment in order to gather different information from the same object. The teacher/material developer may find different information after re-starting the process of needs assessment and it is surely helpful in developing a materials which would make the materials better.

Based on the explanations above, it can be concluded that needs assessment is a process of discovering the learners' information of necessities, lacks, and wants through a cycle of systematic and ongoing processes. The information found is what the teacher/materials developer will interpret and process into a product.

#### **d. Materials Development in ESP**

##### **1) Planning the syllabus**

A syllabus provides a set of criteria for materials selection and/or writing (Hutchinson and Waters, 1987:84). Thus, there should be a consideration in determining the contents of the materials. In ESP, there is a distinction between real content and carrier content (Evans and John, 1998). Real content denotes pedagogical aims, such as features of language the learner will hopefully become

more aware of or be better able to produce or the language skills they gain control of. Carrier content denotes the means of delivering the real content. There means include the use of tasks or activities.

In planning the syllabus, teachers/course developers make decisions about what to include in terms of (Basturkmen, 2010:61):

- a. Types of units, such as: skills, vocabulary, genres, functions, notions and, professional or cultural content
- b. Items in the units, such as: which genres, semantic sets and functions
- c. Sequencing – what should come first, second and so forth

A syllabus is generally organized into units. The units might be construed as areas of grammar and/or vocabulary, genres, language functions (speech acts), notions, skills or strategies. In developing a syllabus, the materials developer should also consider the cultural issues which come along with the language the learners will learn since a language cannot be separated from the culture as Kramsch (1998: 63) states that one cannot learn to use a language without knowing the culture of the people who speak that language. These requirements suggested a syllabus that was partly content – based and included a cultural focus. The syllabus specifies discourse/language items (i.e. language functions), content items (i.e. texts) and cultural content (i.e. gestures).

Needs analysis plays an important role in determining course content in ESP but it is not necessarily the only consideration. Parkinson et al. (2007) in Basturkmen (2010:61) suggested that an ESP materials developer can review to the theoretical considerations about an effective language teaching and

the role of scaffolding is believed to give support the learners to carry out the activity which is too difficult if initially attempted by learners on their own.

Once again, a syllabus provides a set of criteria which determines the content of materials. It is highly influenced by the results of needs assessment but still the materials developer can also review to other theoretical consideration in creating the syllabus.

## 2) Developing the Materials

According to Hutchinson and Waters (1987: 106), one of a number of roles of materials is to help the teacher organize in teaching – learning process. Moreover, Evans and John (1998: 171) find that materials particularly useful in ESP because they play a key role in exposing learners to the language of a particular discipline as it is actually used, or in short, they are a source of the real language.

Therefore, developing materials for the ESP classroom is a sort of interchange between learning needs, language content and subject – matter content. This process should take into account several questions which are related to the issues of material development which can be used as a consideration in this study. They are described as:

- a) What is the target topic/what will be the carrier content?
- b) Is the topic relevant for the students/the discipline?
- c) What are the students supposed to know about the carrier content?
- d) To what extent do materials reflect the language/conventions of the discipline?

- e) What are the learning goals?
- f) What are the target language forms/functions/skills?
- g) What materials are available, suitable and accessible?
- h) What teaching equipment is required and available?
- i) How much time should be spent to design, develop and implement the materials?
- j) Will materials be classroom – oriented or provide additional work?

In addition, materials development in ESP is closely related to the value of authenticity. As one of the characteristics of ESP materials, authenticity plays an important role in demonstrating real language use in the target situation. In other words, using authentic materials in ESP introduces the learners to the content area of their professional context. In line with ESP approach, another approach of language teaching which is called Content – based Instruction (CBI) points the importance of the using of authentic materials in the classroom processes. The other connection between ESP and CBI is drawn in one of its principles which states that Content – based Instruction better reflects learners' needs for learning a second language (Richards and Rodger, 2001: 207).

### **3. Content – based Instruction**

Richards and Rodgers (2001: 204) note that Content–based Instruction (CBI) refers to an approach to language teaching in which teaching is organized around the content or information that students will acquire rather than around



linguistics features. The Content-based Instruction is likely drawn on the principles of Communicative Language Teaching. It argues the ideal situation language learning which should focus on real communication and the exchange of information. Therefore an ideal situation for language learning is not based on grammar and functions, but contents which are related to the subject matter from the outside of language domain.

#### **a. Definition and Principles of Content-based Instruction**

Content-based Instruction (CBI) is theoretically based on the communicative competence. It emphasizes the socially appropriate and meaningful use of language in communication by knowing how to effectively use the language rather than knowing about it (Lotherington in Davies & Elder 2004: 707). Experts believe that the best way to put communication into the classroom is by using language as the means of communication for gathering information. This process includes using the contents as driving force of classroom activities and linking the dimensions of communicative competences to the content.

Stoller in Richards and Renandya (2001: 94) cites that CBI prefers to use content as the vehicle for developing language skills. Content refers to the information or subject matter that people learn or communicate through language rather than the language used to convey it (Richards, 2006: 28). The focus on the content will provide the real – world knowledge as well as the basis for a meaning-based pedagogy that goes beyond the focus of learning the language. Influenced by Stoller, Richards and Renandya define Content-based instruction as an approach which the key focus of the language learning is on the real-world

content in which the understanding and communication of information is employing the language.

Richards and Rodgers (2001) argue that Content-based approach is grounded on two basic principles.

- 1) The first principle is that people learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
- 2) The second principle is that CBI better reflects learners' needs for learning a second language and also a foreign language.

In later development of CBI, Richards (2006: 28) puts one more item which becomes the basic principle of CBI. The third principle is that content provides a coherent framework that can be used to link and develop all of the language skills. Furthermore, the last principle proposed by Richards raises the Content-based instruction into five general functions: Content-based instruction can be used as the framework for a unit of work, as the guiding principle for an entire course, as a course that prepares students for mainstreaming, as the rationale for the use of English as a medium for teaching some school subjects in an EFL setting, and as the framework for commercial EFL/ESL materials.

In addition to the principles of CBI proposed by Richards and Rodgers, Briton (2003) as cited in Nunan (2004: 132) also discovers another set of Content-based instruction principles. The principles by Briton are summarized as follows.

- 1) Based instructional decisions on content rather than language criteria: Content-based instruction allows the choice of the content to influence the selection and sequencing of language items.
- 2) Integrate skills: CBI practitioners use an integrated skills approach to language teaching, covering all four language skills as well as grammar and vocabulary. This reflects what happens in the real world, where interactions involve multiple skills simultaneously.
- 3) Involve students actively in all phases of the learning process: Students learn through doing and are actively engaged in the learning process. They do not depend on the teacher to direct all learning or to be the source of all information.
- 4) Choose content for its relevance to students' lives, interests and / or academic goals: The choice of content in CBI courses fully depends on the student and the instructional settings. In many school contexts, content-based language instruction closely parallels the school subjects.
- 5) Select authentic text and tasks: A key component of CBI is authenticity of both the text used in the classroom and the tasks that the learners are asked to perform.

#### **b. Theory of Language**

The core assumption of content-based language teaching is that language is best taught when it is used as a means to gather and convey information which is beyond the language itself. Richards and Rodgers (2001:

208) coin more assumptions which are underlying the emergence of CBI as explained below:

1. Language is text and discourse-based: The content-based instruction emphasizes the use of the language as vehicle for learning the content. This means that the focus of CBI is using English to communicate and construct information through texts and discourse meaningfully.
2. Language use draws on integrated skills: Communication generally involves the integration of several skills. In content-based class, the tasks given to the students resemble the real world tasks which involve integrated skills of language. Therefore, grammar in CBI is seen as a component of the skills which teachers or developers are responsible to identify relevant grammatical and / or other linguistic focuses to complement topics or themes of the teaching – learning activities.
3. Language is purposeful: Language can be used for many purposes such as academic, vocational and social purposes. When learners focus on the purpose, they will get more engaged to the learning. Moreover, they will individually check whether their goals are accomplished or not.

### **c. Theory of Learning**

The departure point of content-based instruction is the content which can generate meaningful and contextualized language learning. In the formal education, English is best learned when the focus is on the mastery of contents rather than on the mastery of language. This is in contrast to traditional approach

in which the primary focus of language teaching is the language forms. Moreover, CBI allows the learners to build on their previous knowledge, expose to the contextualized uses of language, and prepare for the eventual uses to which the language would be put (Parkinson, 2000). In addition, Richards and Rodgers (2001) add four more core assumptions of language learning through CBI.

Firstly, people learn English successfully when the information they are acquiring is considered as interesting, useful, and leading to a desired goal. Therefore, to promote effective learning, CBI must take into account the expectation of the learners to the eventual target language that they will use in the target situation. Moreover, the informational content should be perceived as relevant so that learners will be motivated during the learning process. In addition, motivation can also be increased when the focus of the learning is other than language such as ideas, issues, and opinions. If content with high level of interest is chosen, learners may acquire the language more willingly.

Secondly, some content areas are more useful as a basis for CBI than others. Therefore, the choice of content areas should be based on the learners' interest or something which is appropriate to present the language and attractive to a large number of people. According to Brinton (1989), the topics are chosen for the CBI classroom because of the highly structured contents, the emphasize on receptive learning of factual information, and the availability of appropriate textbooks and other learning sources.

Thirdly, students learn best when instruction addresses students' needs. This principle emphasizes that in CBI the content that students study is selected

according to their needs. Therefore, the authentic inputs (written and spoken) that students will encounter in the real world (at school or work) become the starting point for developing the syllabus. Furthermore, the academic needs of the students which are generalized from the sequence of particular subject matter in dealing with language are determined to create the language curriculum.

Lastly, teaching builds on the previous experience of learners. This assumption of CBI seeks to build on the students' knowledge and previous experience. In other words, students are supposed to bring their background knowledge to the CBI classroom.

#### **d. Content-based Instruction Design**

##### **a. The Objective of Learning**

In CBI, the objectives of learning are stated as the objectives of the content course. The achievement of the content course is the sufficient evidence that language learning objectives have been achieved as well. In addition, Brinton in Richards and Rodgers (2001) describes that CBI should cover linguistic, strategic, and cultural objectives. The summaries of those objectives are to activate and develop existing English language skills, to develop general academic skills which are applicable in all subject areas, and to broaden students' understanding of English speaking people.

##### **b. The Syllabus and Types of Activities**

The syllabus in CBI is mostly derived from content areas and these vary widely in detail and format. The contents and instructional sequences are chosen accordingly to language learning goals. The syllabus usually refers to a

typical syllabus which organisation is built around the topics and subtopics. In addition, there are macro and micro levels in CBI syllabus. At the macro-level, the syllabus consists of a sequence of modules selected to reflect students' interests and multidisciplinary perspectives. The modules are designed and sequenced so that they relate to one another and create a cohesive transition of certain skills. At the micro-level, those modules move from an initial exercise which are aimed at developing students' ability. The final activity for each module should provide students with opportunities to use the appropriate language for a certain situation.

However, there are several types of activities which can be applied in Content-based instruction classrooms. Stoller (1997) classifies those activities into five categories, which are: (1) language skills improvement, (2) vocabulary building, (3) discourse organization, (4) communicative interaction, (5) study skills and synthesis of content materials and grammar.

### **c. The materials**

To facilitate the language learning, materials in CBI are materials which are used in the subject matter of the content areas. A wide range of various materials can be used as the central concern of CBI is authenticity. However, the term authentic has two definitions. First, it refers to materials used by natives. Second, it refers to original sources such as newspapers, magazine articles, and any other media materials (Richards and Rodgers, 2001). In addition, it is also recommended to use realia, i.e manuals, technical journals, and timetables.

Furthermore, comprehensibility is also crucial for Content – based instruction materials. Although authenticity is important, it should be noted that materials may need modifications in order to maximize comprehensibility. The modification may mean linguistic simplification or adding redundancy to text materials.

However, both CBI and ESP approach to language teaching have the same view to the learning materials. Materials are considered to be important in the teaching–learning processes because a number of advantages such as providing linguistic inputs, context of learning and also guidance for the teachers. Therefore, developing materials for either ESP or CBI classrooms has become a key characteristic in an English course.

It can be concluded that Content-based Instruction (CBI) covers three important aspects: the objectives of learning, the syllabus and types of activities, and the materials. In CBI, the objectives reflect the targets of the learning process. It should cover linguistic, strategic, and cultural aspects. The syllabus, showed in form of contents and instructional sequences is built as the framework of CBI. It is divided into two levels: the macro and micro. Those levels, in the end should provide learners an opportunity to use the language appropriate for a certain situation. The materials used in CBI must be authentic. It can be in form of materials used by natives, as well as original sources of materials such as magazine articles, newspapers, etc. It is considered as the key of CBI since it provides learners with linguistic inputs, context of learning, and guidance for the teacher.



## **4. English Instructional Materials**

### **a. The Nature of Instructional Materials**

One key factor to effective language learning is the availability of learning materials. Tomlinson (1998: 2) describes materials as anything which is deliberately used to increase the students' knowledge and/or experience of the language. In addition, Richards (2001: 251) notes that instructional materials generally serve as the basis of the language input that learners receive and practice that occurs in the classroom. Materials are commonly paper – based but it is also possible for materials in other forms such as recordings, videos, interactive multimedia and real objects (Evans & John, 1998).

Materials become a crucial part in the success of language learning and teaching in many language courses. Tomlinson (2008: 15) argues that materials are effective to help learners to notice features of the authentic language as they are exposed to facilitate and accelerate language acquisition. Hence materials should provide exposure to authentic use of English through both spoken texts and written texts with the potential to engage the learners cognitively and affectively.

Moreover, there are five functions which are embedded in the materials (Tomlinson, 2012). Materials can be informative (informing the learners about the target language), instructional (guiding the learners in practicing the language), experiential (providing the learners with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learners to make discoveries about the language).

In addition, he assumes that ELT materials should be driven by principles of language acquisition and that ideally all units of materials should be principled, relevant and coherent. Tomlinson (2008: 6) coins the characteristics of materials which promote language acquisition as summarized below.

- 1) They provide a rich experience of different genres and text types.
- 2) They provide an aesthetically positive experience through the use of attractive illustration, design and illustration.
- 3) They make use of multimedia resources to provide a rich and varied experience of language learning.
- 4) They help the learners to make some discoveries for themselves.
- 5) They help the learners to become independent learners of the language.
- 6) They provide supplementary materials which provide the learners with experience of extensive listening and/or extensive reading.
- 7) They help the learners to personalize and localize their language learning experience.

In line with Tomlinson, Richards (2001) also gives his opinion that materials provide specialized exposure to language genres and registers which may support the learning through stimulating cognitive processes and providing a structure and progression for the learners. Furthermore, they are also motivating learners because they provide achievable challenges and interesting content and a resource for self – study outside of the classroom.

From the theories mentioned above, instructional materials can be defined as things used to increase learners' knowledge and/or experience, in this

context knowledge of language. They are aimed to facilitate and accelerate language acquisition since they should provide exposure to authentic uses of language through spoken and written texts as well as achievable challenges and interesting contents.

#### **b. The role of Materials**

Evan and John (1998) propose four key functions of instructional materials.

##### **1) Source of language**

Materials should maximize the exposure of the language in the case that they are the only resource of the language. Therefore, they need to present the real language in the range which the learners require.

##### **2) Learning support**

As materials become the learning support, thus they need to be reliable or to be consistent and to have recognisable pattern. Moreover, materials must involve the learners in thinking about using the language.

##### **3) Stimulation and motivation**

To stimulate and motivate learners, materials need to be challenging but achievable. Therefore, they should offer new ideas and information which need to be grounded in the learner experience. In addition, materials need to encourage the creativity and fun.

##### **4) Reference**

For self-study or reference purpose, materials need to be complete, well sequenced and self-explanatory. Moreover, materials should take into account the different learning style and allow for further exploration to the language.

In addition to Evan and John, Hutchinson and Waters (1987 : 167 – 168) propose six principles of materials which can guide this study on the actual writing of the effective materials which are presented below.

- 1) Materials provide a stimulus to learning.
- 2) Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt.
- 3) Materials embody a view of the nature of language and learning.
- 4) Materials reflect the nature of the learning task.
- 5) Materials can have a very useful function in broadening the basis of teacher training by introducing teachers to new technique.
- 6) Materials provide models of correct and appropriate language use.

From the explanations above, it can be seen that materials play important roles in teaching and learning processes. They become the source of language used in the process, the support, stimulation, motivation, as well as references for learners. They must be reliable and consistent, challenging but achievable, complete, well sequenced and self-explanatory, as well as maximize the exposure of language so that they can fully support the process of teaching and learning and help learners achieve their goals of learning.

## 5. Materials Development

### a. Definition of materials development

Materials development refers to a process of producing and using the materials for language learning including materials evaluation, adaptation, design, production, exploitation and research (Tomlinson, 2012: 143). Moreover, Graves (2000: 149) describes materials development as the planning process by which a teacher can put the objectives and goals of the course into units and tasks. The following figure shows the position of materials development in a language teaching programme.

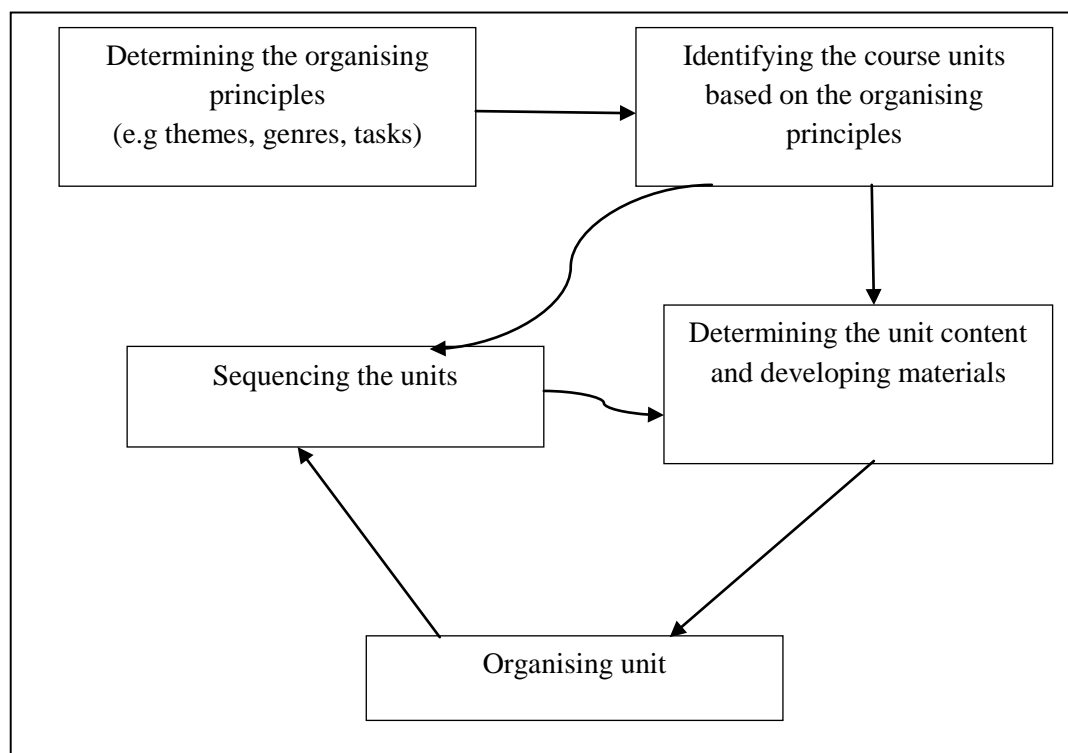


Figure 1. Flow Diagram of Course Organisation by Graves  
(2000)

Developing materials for a language course or language programme has some advantages compared with using commercial course books. Richards (2001: 261) coins four advantages of developing materials which are presented as follows.

- 1) Relevance: The materials will tend to be more relevant for students and institutional needs and reflect the local content, issues, and concerns.
- 2) Develop expertise: Developing materials benefit the other staff language course to improve their expertise, giving them a greater understanding of the characteristic of effective materials.
- 3) Reputation: It will show the commitment to the language teaching because of providing relevant, specialized, and contextualized materials for students.
- 4) Flexibility: The produced materials can be revised or adapted as needed, giving them greater flexibility than a commercial course book.

However, materials development is, in short, about putting teaching principles into practice. The products of materials development are clearly influenced by the beliefs and understanding about the teaching and learning. Furthermore, Shulman (1987) in Richards (2001:262) cites that materials development lies at the intersection of content and pedagogy. It shows the capacity of the teachers or materials developer to transform the content knowledge into pedagogical form which is relevant to the students' needs and background.

In accordance with the nature of materials development in language teaching, teachers and/or materials developers must consider the purpose of materials which is facilitating learners with opportunities to explore

and experience the language. Considering to that concept, developing materials is not only the matter of putting the language into pedagogical activities but it is much about granting the language acquisition into the classroom.

Tomlinson (1998) coins the principles of materials development to help the materials developer achieve the purpose of materials.

**Table 1. Basic principles of materials development (Tomlinson, 1998)**

No	Principles	Comments
1	Materials should achieve impact	The impacts of materials can be shown when the learners' curiosity, interest, and attention area attracted. Materials can achieve impact through novelty, variety, attractive presentation and appealing content
2	Materials should help learners to feel at ease	Materials should make sure that learners feel comfortable and relaxed. Therefore, materials must achieve the personal contact through informal discourse, the active voice, concreteness (e.g. adding anecdotes), and inclusiveness (avoiding superiority over the learners)
3	What is being taught should be perceived by learners as relevant and useful	Materials should provide information that is needed by the learners. The points taught should be related to the learners' background study and needs
4	Materials should expose the learners to language in authentic use	To support language acquisition, materials should provide enough exposure of authentic and comprehensible input

Continued....

Continued....

No	Principles	Comments
5	Materials should provide the learners with opportunities to use the target language to achieve communication purposes	Learners should be given enough opportunities to use the language rather than just do a number of controlled practices. Good materials should facilitate learners' interaction by providing activities that creates interaction
6	Materials should not rely too much on controlled practices	The materials should be arranged in balance from the dependent tasks to the independent ones
7	Materials should provide opportunities for outcome feedback	Feedback can be used as the source of information of intended outcome in the language production activities. Thus learners will know how far they have achieved the purpose of the lesson

It can be summarized that materials development process is defined as a process of producing and using materials which are based on the result of needs assessment and supported by the developer's believes and principles. The materials developed should be able to attract learners' interest, and attention, make them feel comfortable, provide them with necessary information and feedbacks, provide exposure to language, and be well arranged.

#### **b. The Process of Materials Development**

Dick and Carey (1996) propose Systematic Instructional Design. This design allows the materials developers to link instructional learning strategy with the desired learning outcome. The following steps, which are summarized below will be used as the guide for developing materials in this study.



**Table 2. Components of the systems approach model (Dick and Carey, 1996)**

No	Steps	Comments
1	Identifying an Instructional Goal	The first step of the model is to determine the expectation about learners to be able to do when they have completed the learning process
2	Conducting an instructional analysis	After identifying the goals, the next step is determining skills and procedures which will be included in the instructional design to carry the goal into the classroom
3	Analysing learners and context	This stage includes the analysis of learners' context in which they will learn the skills. It is related to the characteristics of the instructional setting and the setting in which the skills will eventually be used
4	Writing Performance Objectives	This stage will identify the skills to be learned, the conditions under which the skills must be performed, and the criteria for successful performance
5	developing assessment instrument	This instrument is to assess and measure the learners' ability to perform the objectives

Continued....

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No	Steps	Comments
6	Developing and instructional strategy	The information from the preceding steps will begin to identify the strategy that will be used in the instruction. The strategy will include sections on pre – instructional activities, presentation of information, practice and feedback, testing, and follow – through activities
7	Developing and selecting materials	The determined strategy in previous steps will be used to produce the instruction. The decision to develop original materials will depend upon the type of learning to be taught, the availability of existing relevant materials, and developmental resources available
8	Designing and conducting the formative evaluation	The draft of materials will be evaluated in order to have it improved. The three types of formative evaluation are referred to as one-to-one evaluation, small-group evaluation, and field evaluation. Each type of evaluation provides the designers with a different type of information that can be used to improve the instruction

Continued....

Continued....

No	Steps	Comments
9	Revising materials	The final step (and the first step in a repeat cycle) is revising the materials. Data from the formative evaluation are summarized and interpreted to identify difficulties experienced by learners in achieving the objectives
10	Conducting summative evaluation	The main purpose of this stage is to find the effectiveness of holistic instruction. However, it is not the part of the design process but it occurs after the instruction has been evaluated formatively and revised to meet the standards of the developer

From the description of materials development steps above, a materials development of instructional programme must start with assessing needs. The next steps are how the needs construct a framework for developing materials. The following figure will draw how the steps above are carried into practice.

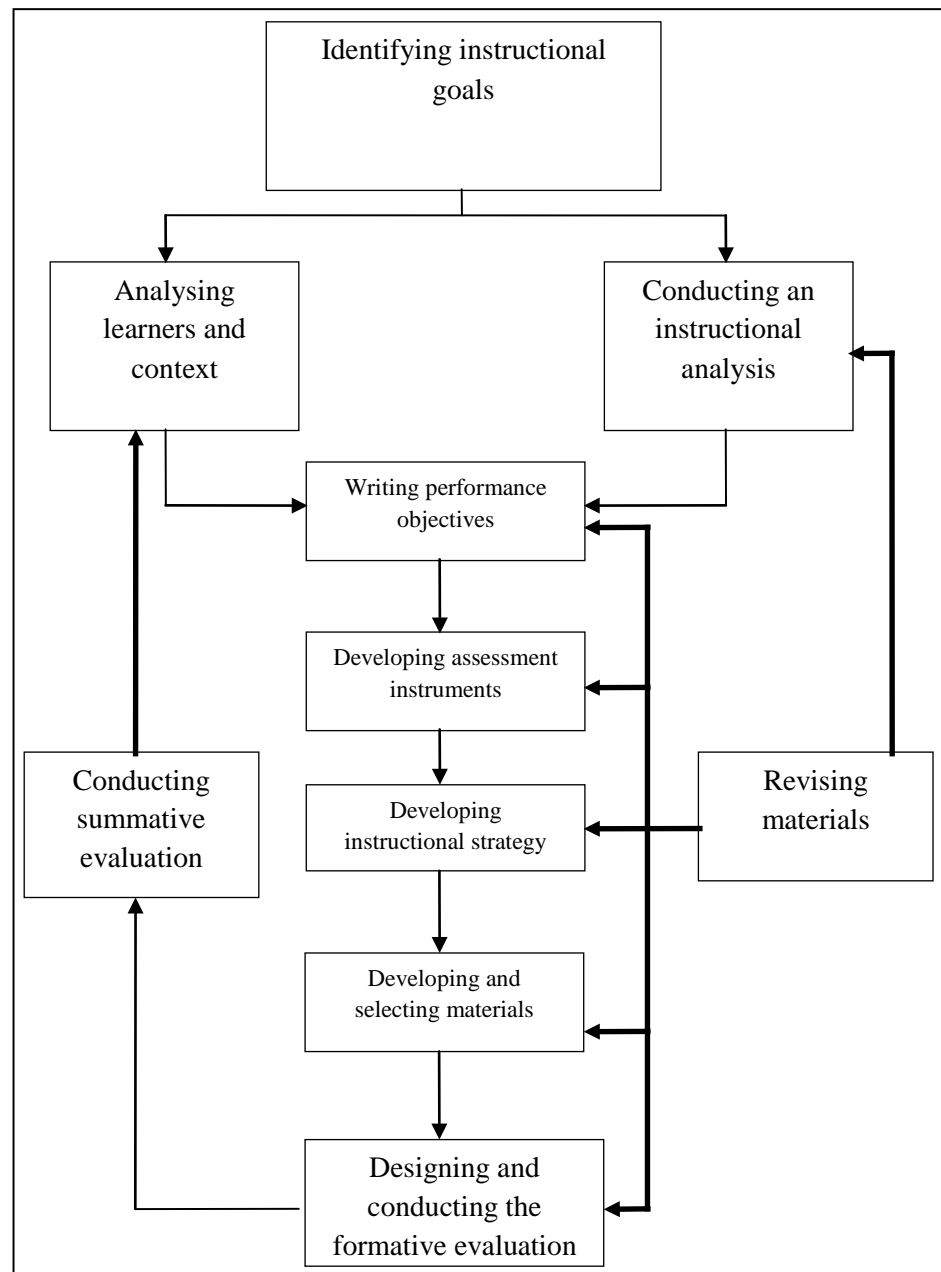


Figure 2. **Dick and Carey Instructional Design (1996)**

This figure above apparently shows how those stages above are carried out into an instructional process. Therefore, this study refers to the systematic approach by Dick and Carey as the basis for materials development.

In designing materials, the materials developer should consider the units which are carried out in the materials. The unit normally consists of a number of activities which represents the principles and beliefs in language teaching. In the following section, the consideration about designing units of work will be discussed.

## **6. Unit Design Development**

### **a. Principles of Unit Development**

Developing units of work means that the materials developers should consider the underlying principles about language and learning or, in short, about the 'what' and the 'how'. In addition, there should be an effort to sequence the tasks or activities within a unit. Commonly, there are several considerations about which task should come first and which the next. Nunan (2004: 31-33) proposes six steps of developing materials which can be used as the basis underlying the Unit design development process:

#### **1) Schema building**

The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

## 2) Controlled practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures, and functions

## 3) Authentic listening practice

The next step involves learners in intensive listening practice. This step would expose students to authentic or simulated conversation

## 4) Focus on linguistic elements

The students now get to take part in a sequence of exercise in which the focus is on one or more linguistic elements

## 5) Provide freer practice

This is the time for the students to engage in freer practice. The students should be encouraged to extemporize, using whatever language they have at their disposal to complete the task

In other words, unit development is a process of arranging ‘what to learn’ and ‘how to learn’ into a particular sequence based on the principles of language and learning. In this process, the materials developer should consider what comes first in a unit, from introductory activities to a freer one.

### **a. Model of Unit Design**

In the process of materials development, teachers and/or materials developers should take into account the integration of various aspects of learning in a unit. Hutchinson and Waters (1998: 109) describe that to start writing the materials, a materials developer should create the framework as the basis of

materials writing. The framework should, at least, have four key elements: input, content focus, language focus and task.

- 1) Input: The 'input' can be in form of a text, dialogue, diagram, or other forms of communication data. It provides stimulus materials for activity, new language items, correct models of language use, and a topic for communication.
- 2) Content focus: Language is used as a means of communication conveying information and feeling. Hence non-linguistic content can be exploited to generate meaningful communication in the classroom
- 3) Language focus: Language knowledge is given in order to achieve the purpose of language learning which is enabling learners to use the language correctly
- 4) Task: The communicative task is employed to make the learners use the content knowledge and language knowledge in the classroom

The concept of Unit Design by Hutchinson and Waters leads to a conclusion that the primary focus of materials is the task. The language and content are drawn from the input in order to make the learner able to perform the tasks. Therefore, the concept of tasks which is believed to facilitate the meaningful communication can be used as the basis for developing effective learning materials.

#### **b. Task grading and sequencing**

Nunan (2004: 114) argues that the decisions on what to teach first, what second, and what last in a course – book or programme will reflect the beliefs of the course book writer or syllabus designer about grading, sequencing and integrating content. Gradation may be based on the complexity of an item, its

frequency in written or spoken English, or its importance for the learners. The key of components to be considered as the factors are input, procedures, and the learners.

1) Grading input

Phases	Steps within phases
A. Processing (comprehension)	<ol style="list-style-type: none"> <li>1. Read or study a text – no other response required</li> <li>2. Read or listen to a text and give a non – verbal, physical response (e.g. learner raises hands everytime key words are heard)</li> <li>3. Read or listen to a text and give non – physical, non – verbal response (e.g. check – off a box or a grid everytime key words are heard)</li> <li>4. Read or listen to a text and give a verbal response (e.g. write down key words everytime they are heard)</li> </ol>
B. Productive	<ol style="list-style-type: none"> <li>5. listen to cued utterances or dialogue fragments and repeat them, or repeat a complete version of the cue</li> <li>6. listen to a cue and complete a substitution or transformation drill</li> <li>7. listen to a cue (e.g. question) and give a meaningful response (i.e. one that is true for the learners)</li> </ol>

Continued....



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Phases	Steps within phases
C. Interactive	<ol style="list-style-type: none"> <li>8. role play (e.g. have listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family)</li> <li>9. simulation / discussion (e.g. students in small groups share information about their own families)</li> <li>10. problem – solving / information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc)</li> </ol>

Table 3. **Phases of task sequencing**

In the grading stage, the first thing which should be considered is the complexity of the text. According to Nunan (2004: 115), difficulty will be affected by the length of a text, propositional density (how much information will be packaged into the text and how it is distributed and recycled), the amount of low–frequency vocabulary, the speed of spoken text and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity with which it is signalled.

Another factor which influences the difficulty is the amount of support provided to the listeners or readers. A passage with headings and sub-headings which is supported with photographs, drawings, tables, graphs and so on should be easier to process than one in which there is no contextual support. In addition, type of genre also has an impact on processing difficulty (Nunan 2004). It is stated that genre theories argue, for example, that narratives, recounts, and descriptive texts will be easier to process than abstract or argumentative texts involving the expressions of opinion and attitudes.

## 2) Task continuity

Nunan (2004: 125) states that continuity refers to the interdependence of tasks, task components and supporting enabling skills within an instructional sequence. The following table presents the steps in a possible instructional sequence which requires learners to undertake activities, moving from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring communicative interaction.

## 3) Within task sequencing

Nunan (2004: 128) points out that the task sequencing can be applied not only in a common communicative task but also in other types of tasks. He adds that the regular way to divide any mini-sequence is into three phases: a pre-task phase, a task-proper phase, and a follow up phase. The pre-task phase fulfills a similar function as a schema-building task in larger instruction sequences, whereas, in the task-proper phase learners complete the task and they get a comment from the teacher, report of the results of the task back to the class as a

whole, and may receive corrective feedback from the teacher, in the follow-up phase.

Richards (2001: 145) states that gradation is concerned with the grouping and sequencing of teaching items in a syllabus. The decisions of sequencing can be based on the following criteria:

a) Simple to complex

Content can be sequenced according to difficulty level, moving from simpler to complex on the later items. For example is reading texts may be simplified at the beginning of the course then more complex at the later levels.

b) Chronology

Contents can be sequenced according to the order like what occurs in the real world. For example opening the lesson, delivering explanation, closing the lesson.

c) Need

Contents can be sequenced according to the students' needs in the real world. For example, the topics are sequenced in order from the importance to students' lives

d) Pre-requisite learning

The sequence of the content may reflect what is necessary at the beginning to the foundation for the next step in the learning process. For example, a certain set of grammar items may be taught as a pre-requisite to paragraph writing.

e) Spiral sequencing

This approach involves the recycling of items to ensure that learners have repeated opportunities to learn them.

In short, tasks grading and sequencing from simple to complex, chronology, need, whole to part or part to whole, spiral sequencing, pre – requisite learning, schema building, controlled practice, authentic listening practice, focus on linguistic elements, provide freer practice, and introduce the pedagogical tasks will be considered in this study.

In relevance with the previous statements that tasks stand as the core of Unit Design, the consideration about task design is necessary in order to produce effective and appropriate learning materials. The next section will present the task development further which will refer to the Task-based Language Teaching.

## **7. Task Design Development**

### **a. Definition of Tasks**

In general term, tasks is defined as things which people do every day in life. Long (1985) in Nunan (2004: 2) defines tasks as a piece of works undertaken for oneself or fo others freely or for reward. In line with this definition, the task in language teaching simply means and activity or an action which is carried out as the result of understanding the language. Nunan supports this view by proposing his definition of a task as a piece of classroom work that allows learners to comprehend, manipulate, produce, or interact in the target language.

In the pedagogical perspective, a task makes use the language as a means of communication in the real world which conveys several language activities, such as productive or receptive, oral or written skills, and various cognitive processes. In Task – based Language Teaching, tasks are used as the

core of unit planning in the language teaching. The role of tasks has been believed as effective to support language acquisition.

### **b. Components of Tasks**

In developing tasks, there should be considerations about elements which make up the task. The early conceptualization of tasks components are proposed by Shavelson and Stern (1981). The components are as follows.

- 1) Content: the subject matter to be taught
- 2) Materials: the things that learners can observe / manipulate
- 3) Activities: the things that learners and teachers will be doing during a lesson
- 4) Goals: the teacher's general aims for the task (these are much more general and vague than objectives)
- 5) Students: their abilities, needs and interests are important
- 6) Social community: the class as a whole and its sense of groupness

In addition, Nunan (2004) coins his concept about components which make up tasks. Those components proposed by Nunan are drawn in the following figure.

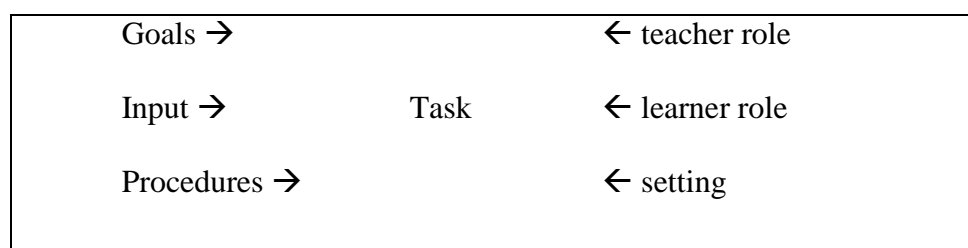


Figure 3. **Task Components (Nunan, 2004: 41)**

- 1) Goals are the general intentions behind any learning task which provide a link between the task and the broader curriculum. Goals may relate to a range of

general outcomes (communicative, affective or cognitive) or may directly describe teacher or learners behaviour

- 2) Inputs refer to the data that will be used by the learners to complete the task.

Inputs can be spoken, written and visual data. In providing inputs, teachers can do some adaption or adoption in order to make the inputs comprehensible and useful for the learners

- 3) Procedures are activities that will be used in learning the task. Procedures specify what learners will actually do with the input that forms the point of departure for the learning task

- 4) Role refers to what learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. For instance, the learners' roles can be listener, problem solver, etc and the teacher's role can be observer, model, etc

- 5) Settings refer to the classroom arrangement in completing the task. It is also important to be decided by the teacher whether the class will be small or big, for example, individual work, pair work or group work

Considering the importance of tasks, a task must involve all those elements without leaving any of them behind. A task must have a subject matter to be taught, things learners can observe and manipulate, things learners and teachers can do during a lesson, general aims of the lesson, teacher's and learners' involvements, and classroom arrangement.

### **c. Principles of Task-based Language Teaching**

In developing tasks, the materials developers should also consider the underlying principles which were drawn on Task – based Language Teaching, proposed by Nunan (2004).

#### **1) Scaffolding**

Materials should provide a supporting framework within which the learning takes place. Therefore, learners should not be expected to produce the language which has not been introduced

#### **2) Task dependency**

This principle show how each task exploits and builds the ones that have gone before. This will lead the sense of sequenced as learners are led step by step to the point where they are able to carry out the final pedagogical task in the sequence

#### **3) Recycling**

Recycling language maximizes opportunities for learning and activates the organic learning principle. This recycling allows learners to encounter target language items in a range or different environments, both linguistic and experiential

#### **4) Active learning**

This principle is based on the belief that learners learn best by actively using the language they are learning. A key principle behind this concept is that learners learn best through doing or through actively constructing their own knowledge rather than having it transmitted to them by the teacher

### 5) Integration

Learners should be taught in ways that make clear the relationship between linguistic forms, communicative functions and semantic meanings. This is clearly affected by communicative language teaching which argued that all learners need in order to acquire a language is opportunities to communicate in the language

### 6) Reproduction to creation

In reproductive tasks, learners reproduce language models provided by the teacher. These tasks are designed to give learners mastery of form, meaning and function, and are intended to provide a basis for creative tasks. In creative tasks, learners are recombining familiar elements in their own style

### 7) Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing. Adding a reflective element to teaching can help learners see the rationale for the new approach

In short, developing task must also consider principles of Task – based Language Teaching as mentioned above. A task must be started from providing frameworks to learners which will help them build up their mind about what they will learn and carried out from more controlled activities to freer ones, and finished by doing reflection of what they have learned and how well they do.

## **d. Framework for Task-based Language Teaching**

The point of departure for task-based language teaching is real-world or target tasks. However, putting the real – world tasks into the classroom is somehow not easy. Nunan (2004) suggests that transforming real-world tasks into



pedagogical tasks will create the learning opportunities for the students. The tasks can be placed on a continuum from rehearsal tasks to activation tasks. In the framework, form – focused work is presented in the form of enabling skills.

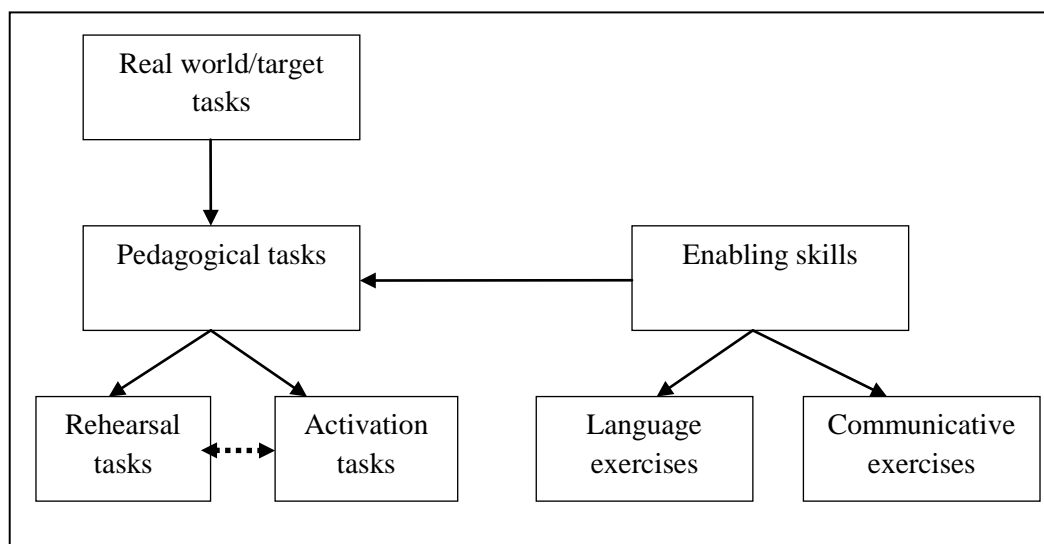


Figure 4. **A Framework for Task-based Language Teaching (Nunan, 2004)**

After developing the tasks and units, the next phase is evaluating them. The purpose of the evaluation stage is to know how far the materials have achieved the goals and to find out the appropriateness of the developed materials to be used in the learning processes. The next section is about the discussion about materials evaluation.

## 8. Materials Evaluation

In the ESP area, materials evaluation is defined as a means to measure whether the materials meet the learners' needs or not. Hutchinson and Waters (1988) state that evaluation is basically a matching process among the needs and

possible solutions. It means that considerations in evaluating English learning materials should be based on the students' needs.

Skierso in Tomlinson (1998: 221) proposes three steps of materials evaluation, which are:

- a. Identification of relevant contextual information relating to the students, the teacher, the course of syllabus and the institution
- b. Analysis of the features of the textbook followed by overall rating of the text, and
- c. The actual judging of the acceptability of the textbook, involving both the rating and weighting of specific evaluative criteria.

Moreover, Ellis in Tomlinson (1998: 229) proposes five steps for conducting task evaluation.

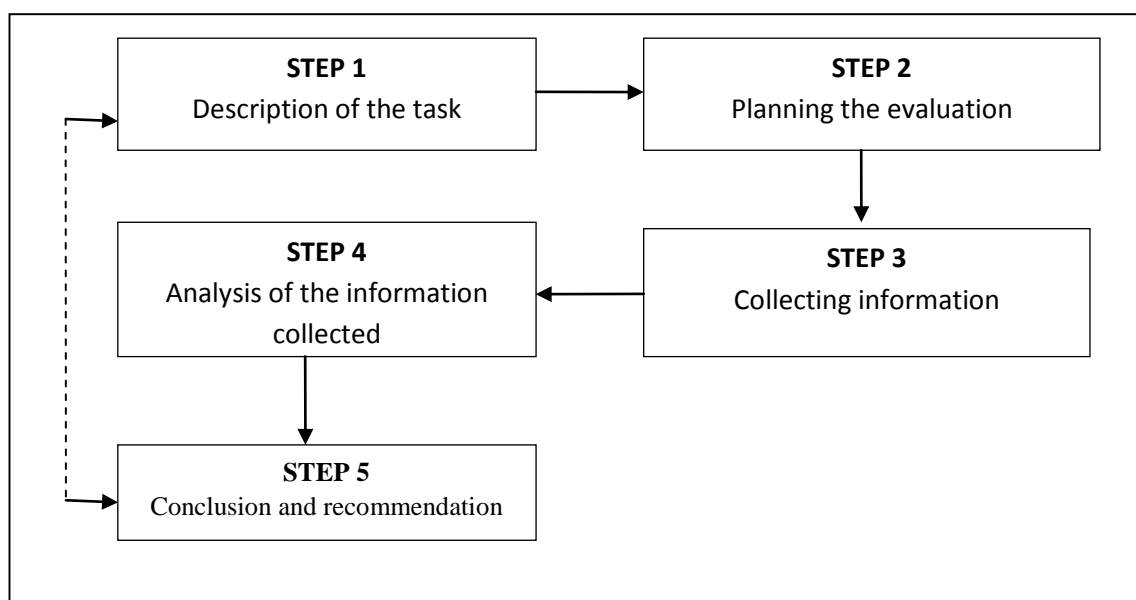


Figure 5. Steps for Conducting a Task Evaluation

## **B. Conceptual Framework**

Yogyakarta is one of the most famous cities in Indonesia. It becomes one of the most popular tourism destinations for both local and international tourists. Thousands of international tourists come to visit Yogyakarta every year. In tourism industry, hotels and hospitality are vital. They accommodate tourists who come to visit Yogyakarta, as well as important media in promoting Yogyakarta as a friendly tourism destination.

In hotels and hospitality fields, reception staff become very important. They are people whom the tourists meet for the first time when coming to hotels. Furthermore, they hold huge responsibility for the image of the hotels in particular and of the city itself in general.

Communication becomes one of the most important aspects reception staff must consider. The reception staff have to be able to communicate well so they can fulfill the tourists' or the guests' needs and requests. It affects directly to the image of the hotels where they work. Most of the international tourists coming to Yogyakarta use English as their communication device, so mastering English becomes mandatory for reception staff.

This study is intended to assess what reception staff of Vidi hotel Yogyakarta need in learning English. ESP approach is used in this study to narrow the context of language teaching based on the target situation of the students. This is in accordance with the definition of ESP stated by Hutchinson and Waters (1998) saying that ESP is an approach which is based on the learners' needs. However, the materials available now are commonly presenting the general

English which can hardly match students' real needs. This study aims to develop materials which are based on their real needs by firstly assessing students' target needs through preliminary needs analysis as proposed by Hutchinson and Waters (1988).

CBI is also used in the process of materials development because as what is contained in the principles of CBI says that English is a means of communication to acquire information about the subject areas of the students (Richards & Rodgers, 2001). Shortly, the CBI is simply about teaching English through contents beyond English. Moreover, the rationale of CBI in this study is because it refers to a communicative approach which aims to enable students' communicative skills and competence, so that the objectives of language teaching at Vidi hotel Yogyakarta can be achieved.

However, both in ESP and CBI, the learning materials take various important roles which support the success of the teaching and learning practice. As Evan and John (1998), materials should have at least four purposes: as source of language, as learning support, as stimulation and motivation, and as reference. Those purposes of instructional materials act as the guideline in this study in developing materials for the reception staff of Vidi hotel Yogyakarta.

Taking those purposes into account, the process of developing materials should consider many aspects, such as principles of materials development (Tomlinson, 1998), so that the developed materials can achieve the goals of learning. Moreover, in the process of developing materials, the system approach proposed by Dick and Carey (1996) is used because it is relevant to achieve the

goals of this study. Furthermore, the process of developing instructional materials include the process of unit development. The steps mentioned by Nunan (2004) are used in this study as the basis for unit development. In addition, unit development covers the steps in tasks grading and sequencing. The decision of task grading and sequencing of unit development in this study refers to the principles proposed by Nunan (2004).

In the process of developing materials, developing tasks within units is one of the most important points. In this study, tasks can be seen as the useful components to involve the real-world communication into the classroom. The concept of tasks, based on TBLT, represents the integration of goals, input, teacher and learners' role, procedure and setting. It would present activities which should be done by the students. Therefore, in designing appropriate tasks, the principles of developing tasks proposed by Nunan (2004) should be considered.

After finishing developing tasks and units, evaluation of the materials will be conducted in order to check whether the purposes and goals have been achieved or not. Steps proposed by Ellis in Tomlinson (1998: 229) became the guideline in conducting the evaluation. They are description of the task, planning the evaluation, collecting information, analysis of the information collected, and conclusions and recommendation.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, methodological steps which underlie this study will be discussed. The research design, research subject, research setting, research instruments, data collection techniques, data analysis techniques and research procedure will be presented further.

#### **A. Type of Study**

The objective of this research was to create an appropriate model of English learning materials for the reception staff of Vidi hotel Yogyakarta. Therefore, this study was classified as Research and Development since its purpose was to develop a finished product that can be used appropriately in an educational programme (Borg, 2003: 772).

#### **B. Research Setting**

The research was conducted from May 2013–2014 at Vidi hotel II Yogyakarta located in Jln. Kaliurang Km. 5. The research involved the Human Resources Development Manager of the Vidi Hotel and the reception staff of Vidi Hotel who worked in both Vidi Hotel I and Vidi Hotel II in shifts.

#### **C. Research Subject**

The subjects of this research were the reception staff / receptionists of Vidi hotel I–II Yogyakarta as many as 16 people.

#### D. Research Procedure

The procedure of this research refers to the systems approach model proposed by Dick & Carey (1996). However, the systems approach model was very long to be applied in this research. Therefore, there was an adaptation to make the procedures simpler.

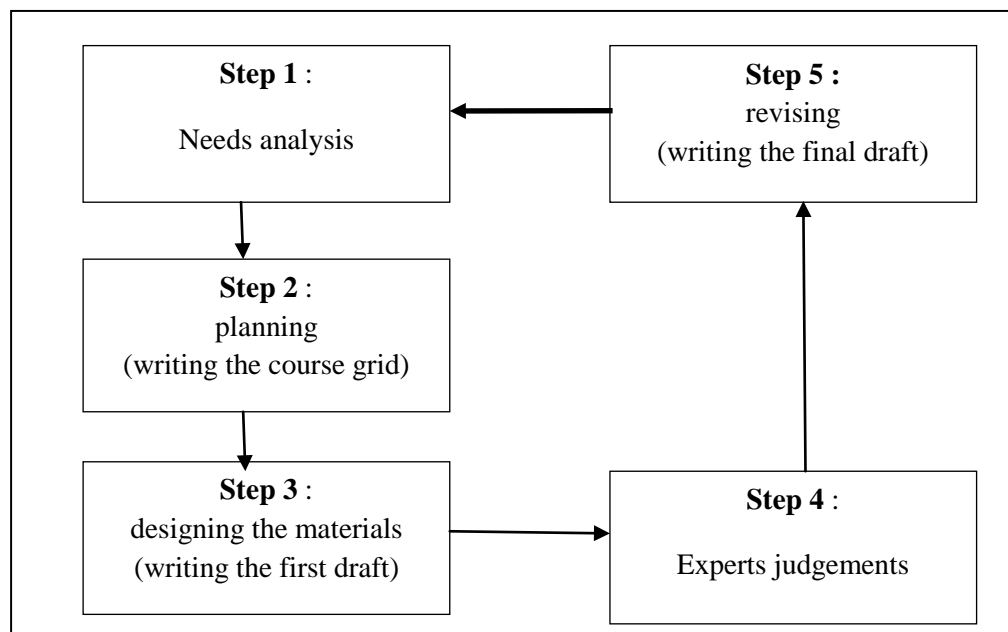


Figure 6. **The Simplified Model of the Research Procedure**

The figure above was the simplified model used in this research. The procedures of the research were described as follows.

### 1. Needs analysis

The needs analysis was administered on Vidi hotel I-II. Its purpose was to gather the information of learners' needs and learning needs, as well as their learning preferences. The data were analysed as the basis of developing English learning materials for the reception staff of Vidi hotel Yogyakarta.

### 2. Planning

In this stage, the course grid was developed based on the learners' needs and preferences which were previously assessed through a set of needs assessment questionnaires. The course grid consisted of topics, unit titles, language functions, input text, language focus that covered vocabulary and grammar, and learning procedure / activities.

### 3. Developing the materials

The English materials were developed based on the course grid. There were three units, each of which consisted of about 12 tasks. The materials covered four English skills, i.e listening, speaking, reading and writing. Therefore, each unit was divided into two cycles, spoken (listening and speaking) and written (reading and writing).

### 4. Expert Judgement

The materials were evaluated by the experts to assess the appropriateness of the materials. The process of assessment was using expert judgement questionnaire. The experts were also provided some spaces to write down their opinion and suggestion.



## 5. Revising

The results of the expert judgement questionnaire were analysed and used to revise the first draft of the materials. The revisions were based on some categories such as the content, the language, the presentation and the layout. After being revised, the materials were considered as appropriate English learning materials for the reception staff of Vidi hotel Yogyakarta.

### **E. Data Collection Techniques**

In this study, the data were collected through questionnaires and an interview. First, the interview was conducted in order to know the background of Vidi hotel Yogyakarta as well as the use and importance of English in the reception staff' daily tasks. The Human Resources Manager (HRD) was asked several questions about the background of Vidi hotel, the number of reception staff, their backgrounds, the importance of English in their daily tasks, and also the management's expectations.

Second, the reception staff were given questionnaires containing questions about their education background, their English proficiency level, their difficulties and obstacles in learning English, their learning preferences and their expectations.

Third, opinions and suggestions from the experts were asked through the expert judgements questionnaire to find the appropriateness of the designed materials. The expert judgements questionnaires used a Likert scale to collect the data.

## F. Research Instruments

In collecting the data, the questionnaires were distributed to the students and materials experts. There were two types of questionnaires used in this research. Those were the needs analysis questionnaire and the expert judgements questionnaire. The needs analysis questionnaire was distributed to find out the target and learning needs of the reception staff of Vidi hotel Yogyakarta. Finally, the expert judgement was proposed to the materials experts to collect their opinion and comments about the materials.

### a. Needs Analysis Questionnaire

The purpose of this questionnaire was to find out the target and learning needs. In developing the needs analysis questionnaire, this study referred to the theory of needs assessment proposed by Hutchinson and Waters (1987) and Nunan (2004).

Table 4. **The Organization of the Needs Analysis Questionnaire**

Aspect		The purpose of the question	References
Target Needs	Goal	To find out the reason of learning English	Hutchinson and Waters (1987)
	Necessities	To find out the type of needs by the demands of the target situation	Hutchinson and Waters (1987)
	Lacks	To find out the gap between learners' proficiency and the demand of the target situation	Hutchinson and Waters (1987)

Continued....

Continued....

Aspect		The purpose of the question	References
Learning Needs	Input	To find out the suitable inputs for English learning materials that students want the most	Nunan (2004)
	Procedures	To find out the suitable procedures that students want the most	Nunan (2004)

#### b. Interview Guide

The interview guide was used to gather information from the HRD manager about the condition of the reception staff. The information was used to support the results of the need analysis questionnaire which was distributed to the students.

#### c. Expert Judgement Questionnaire

The expert judgement questionnaire was distributed to the experts after the first draft materials were developed. The purpose of this questionnaire was to know the experts' opinions and suggestion toward the materials. The result of this questionnaire were used to evaluate the first draft of the materials.

Table 5. **The Organization of the expert judgement questionnaire**

No	The purpose of question	Reference
1	To find out the appropriateness of the content in the materials	BSNP
2	To find out the appropriateness of the language in the materials	BSNP
3	To find out the appropriateness of the methodology in the materials	BSNP
4	To find out the appropriateness of the layout of the materials	BSNP

### **G. Data Analysis Technique**

#### **1. Data from Questionnaires**

There are two kinds of data in this research, i.e quantitative and qualitative data. Both data were collected through questionnaires and interview. This research used two kinds of questionnaires, which were analysed differently. The data of needs analysis questionnaire were analysed using percentages. The expert judgement data analysis used frequencies and descriptive statistics.

According to Brown (2001) descriptive statistics referred to a set of procedures that are used to describe or characterize the answers of a group of respondents to numerically coded questions. In this case, central tendency measure was used to analysed the data. The central tendency measure which was used in this research is the mean.

In classifying the category of the mean, a theory about quantitative data conversion proposed by Suharto (2006) was used. The conversion was presented in table 6 below.

Table 6. **Quantitative Data Conversion (Suharto, 2006)**

<b>Scales</b>	<b>Categories</b>	<b>Interval of Mean</b>
<b>5</b>	Strongly agree	4.20 – 5.00
<b>4</b>	Agree	3.40 – 4.19
<b>3</b>	Neither agree nor disagree	2.60 – 3.39
<b>2</b>	Disagree	1.80 – 2.59
<b>1</b>	Strongly disagree	1.0 – 1.79

## 2. Data from Interviews

The qualitative data obtained from the interviews were recorded and then transcribed. The qualitative data were analysed in four steps. The first step was collecting the data. The second step was data reduction. In this step, the researcher selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts. The next step was data display, and the last step was drawing the conclusion.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings of the research. It covers the results of the needs analysis, the course grid, the first draft of the materials, the review by the expert and the second draft of the materials.

#### **A. Research Findings**

##### **1. The Needs Analysis**

The organisation of the questionnaire was divided into two parts. The first part consisted of questions about the target needs of the students. The second part consisted of the questions about the learning needs of the students. The results of the questionnaire can be seen in Appendix C. The descriptions of the target needs and the learning needs are presented below.

##### **a. Target Needs**

###### **1) Goals**

‘Goals’ refers to the general intentions behind the learning. The learning goal(s) of the reception staff of Vidi hotel Yogyakarta is presented below:

**Table 7. Target Needs: Goals**

<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The goal of learning English is ....	a. to be able to communicate with guests	3	18.75
	b. to be able to understand what the guests want	5	31.25
	c. to be able to do jobs in English	8	50.00
	d. others:	0	0

About half of the respondents stated that their reason of learning English was to be able to do their jobs in English. As shown in Table 7 above, it becomes the main reason of learning English. The second choice was to be able to understand what the guests want, with the percentage as many as 31.25%. The last choice was to be able to communicate with the guests, with 31.25%. It can be concluded that being able to do their jobs in English was the main reason why the reception staff of Vidi hotel Yogyakarta wanted to learn English.

## 2) Necessities

‘Necessities’ is related to what the learners should know or achieve in order to function effectively in the target situation. In this study, the results of the learners’ necessities are presented below:

Table 8. **Target Needs: Necessities.**

Questions	Items	N	(%)
The intensity of using English in the daily jobs....	a. Everyday	0	0
	b. Several times in a week	10	62.50
	c. Several times in a month	6	37.50
	d. Never	0	0

Table 8 above shows the results of the learners’ intensity of using English in their daily work. There were 62.50% of learners who used English several times in a week. There were also 37.50% of learners who used English several times a month. It means that the demand of using English in their workplace is relatively high.

### 3) Lacks

‘Lacks’ refers to the gap between what the learners already know and what the learners do not know. Therefore, to know the gap, there are some comparisons between the learners’ background education, current proficiency and the required proficiency to deal with the target situation. In this study, the data about learners’ lacks are presented as follows.

**Table 9. Target Needs: Lacks**

<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
Latest education....	a. Elementary School	0	0
	b. Junior High School	0	0
	c. Senior High School	13	81.25
	d. Diploma	3	18.75
	e. University (Bachelor)	0	0
	f. Others	0	0

The first question about learners’ lack is presented in Table 9 above. The question was to know the learners’ latest education before applying in Vidi hotel Yogyakarta. It is shown that 81.25% of the learners attended senior high schools and only 18.75% of them attended diploma before working in Vidi hotel Yogyakarta.

The data above were supported by the human resources development (HRD) manager of Vidi hotel Yogyakarta. He said that the minimum background education to apply a job as a reception staff in Vidi hotel was Senior High School.



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R: *Latar belakang pendidikan seperti apa yang diperlukan untuk melamar pekerjaan di bagian penerimaan tamu/receptionist di Vidi hotel ?* (What is the minimum background education needed to apply a job as a reception staff/receptionist in Vidi hotel?)

T: *Untuk pendidikan minimal SMA atau sederajat, tetapi juga ada beberapa karyawan yang dari D3.* (for the background education, minimally senior high school or equal. But there are some employees who came from diploma.

---

Source: interview with the HRD manager of Vidi Hotel Yogyakarta, May

25th 2013

Table 10. **Target Needs: Lacks**

Questions	Items	N	(%)
Experience of non-formal English learning....	a. Never	0	0
	b. 1-6 months	9	56.25
	c. 6-12 months	5	31.25
	d. More than 12 months	2	12.50

The second question is about learners' experience of non-formal English learning process. It is shown that all of them had non-formal English courses. About 56.25% of the learners had 1-6 months of non-formal English courses, 31.25% of them had 6-12 months, and only 12.50% of them had more than 12 months of non-formal English courses.

In order to increase the quality of human resources, Human Resources Development Department of Vidi hotel Yogyakarta also gives non-formal English course to the reception staff. The course is regularly held once a year as the HRD manager said in the interview.

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R: *Apakah ada pelatihan khusus yang diberikan oleh pihak hotel untuk meningkatkan kemampuan bahasa asing terutama bahasa Inggris karyawan bagian penerimaan tamu/receptionis Vidi hotel?* (Is there any special course given from the hotel to improve the reception staff/receptionists' foreign language especially English skills?)

T: *Ada mas, biasanya kita beri pelatihan bahasa Inggris setahun sekali untuk karyawan.* (Yes, there is. We usually give a special course of English once a year to the employees).

Source: interview with the HRD manager of Vidi Hotel Yogyakarta, May 25th

2013

Table 11. **Target Needs: Lacks**

Questions	Items	N	(%)
Level of English Mastery ....	a. Able to comprehend spoken language both active and passive	6	37.50
	b. Less able to comprehend spoken language both active and passive	10	62.50
	c. Able to use spoken language both active and passive	5	31.25
	d. Less able to use spoken language both active and passive	11	68.75
	e. Able to comprehend written language both active and passive	8	50
	f. Less able to comprehend written language both active and passive	8	50
	g. Able to use written language both active and passive	7	43.75
	h. Less able to use written language both active and passive	11	68.75

Table 11 above shows the results of third question about the learners' lacks. The purpose of this question was to know the students' level of English

mastery so that from the results, the learners' language comprehension could be seen. From the table, it can be seen that the learners were less able to use written language both actively and passively, as well as to use spoken language both active and passive, with percentage of each as many as 68.75%. The second highest choice was less able to comprehend spoken language both actively and passively, with percentage as many as 62.50%. Meanwhile, 50% of the total respondents were able to comprehend written language both actively and passively, but 50% others were less able. As many as 43.75% of the total respondents were able to use written language both actively and passively. As many as 37.50% of them were able to comprehend spoken language both active and passive, 31.25% were able to use spoken language both active and passive.

It can be concluded that most of the total respondents had problems with productive language, meaning that they were less able to use language both written and spoken. It was a dangerous state considering they were required to be able to use language in their daily tasks.

**Table 12. Target Needs: Lacks**

<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
Difficulties in learning English ....	a. Grammar	4	25.00
	b. Vocabulary	3	18.75
	c. Fluency	6	37.50
	d. Pronunciation	2	12.50
	e. Reading comprehension	1	6.25
	f. Others	0	0

Table 12 above shows the common difficulties faced by the reception staff of Vidi hotel Yogyakarta in learning English. From the total respondents, 37.50% chose fluency as their main difficulties. About 25.00% stated that grammar was their main difficulties. As many as 18.75% stated that vocabularies

were their main difficulties. About 12.50% chose pronunciation, and only 6.25% of the total respondents found difficulties in reading comprehension.

From the results shown in table above, it can be seen that, since their job requires the use of spoken language, their main difficulty in learning English is Fluency. They are required to use spoken language fluently and precisely so that the guests are able to understand what they say.

## **b. Learning Needs**

### **1) Input**

‘Inputs’ is related to the learners’ preferences of data, and activities in learning English. The results of the learners’ needs are presented below.

**Table 13. Learning Needs: Learning input**

<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired input for listening ....	a. Short monologue/dialogue	10	62.50
	b. Lists of vocabularies related to the text listened	3	18.75
	c. Sentence structures	0	0
	d. Expressions related to topics	0	0
	e. Short text with picture	3	18.75
	f. Others	0	0

Table 13 above shows the desired inputs for learning listening. About 62.50% of the total respondents desired short monologues/dialogues for their listening inputs. The rests of the respondents wanted lists of vocabularies related to the text listened and short text with pictures, with the same percentage as many as 18.75%.

Table 14. **Learning Needs: Learning input**

Questions	Items	N	(%)
The desired input for reading is....	a. Short monologue/dialogue	5	31.25
	b. Lists of vocabularies	3	18.75
	c. Sentence's structures	1	6.25
	d. Expressions related to topics	2	12.50
	e. Text with pictures	4	25.00
	f. Authentic texts	1	6.25
	g. Others	0	0

Table 14 above shows the desired inputs for learning reading. As many as 31.25% of the total respondents desired short monologues/dialogues for their reading inputs. About 25.00% of them wanted texts with pictures. Following, as many as 18.75 of the learners wanted lists of vocabularies for their reading inputs. About 12.50% of them wanted reading inputs in form of expressions related to topics. Meanwhile, sentences' structures and authentic texts were chosen by the respondents, with the percentage as many as 6.25% for each of them.

Table 15. **Learning Needs: Learning Input**

Questions	Items	N	(%)
The desired input for speaking is ....	a. Short monologues/dialogues	9	56.25
	b. Lists of vocabularies and pronunciation	3	18.75
	c. Expressions related to topics	1	6.25
	d. Pictures with keywords	3	18.75
	e. Others	0	0

Table 15 above shows the desired inputs for learning speaking. About 56.25% of the total respondents desired short monologues/dialogues for their speaking inputs. Lists of vocabularies and pronunciations were chosen by the respondents with the percentage as many as 18.75% for each. The last was expressions related to topic, with percentage as many as 6.25%

Table 16. **Learning Needs: Learning Input**

Questions	Input	N	(%)
The desired input for writing is ....	a. Models/examples of texts	10	62.50
	b. Lists of vocabularies	1	6.25
	c. Pictures with keywords related to topics	5	31.25
	d. Others	0	0

Table 16 above shows the desired inputs for learning writing. About 62.50% of the total respondents desired models/examples of texts for their writing inputs. The rests of the respondents wanted pictures with keywords related to topics with percentage as many as 31.25% and respectively lists of vocabularies, with percentage as many as 6.25%.

## 2) Procedures

‘Procedures’ specifies what kind of activities learners will actually do with the inputs that form the point of departure for the learning task. Therefore, here are the results of the questionnaire which was administered to know the desired procedures for learning of the reception staff of Vidi hotel Yogyakarta.

Table 17. **Learning Needs: Procedures**

Questions	Items	N	(%)
The desired activities for speaking is ....	a. Explaining pictures	2	12.50
	b. Role play	11	68.75
	c. Information sharing	3	18.75
	d. Discussion about certain topics	0	0
	e. Presentation	0	0
	f. Others	0	0

Table 17. above shows the activities wanted by the learners in learning speaking. The majority of the total respondents choosed role play for their speaking activities, with percentage as many as 68.75%. About 18.75% of them

wanted information sharing. And the rests, as many as 12.50% wanted explaining pictures as the activities in learning speaking.

**Table 18. Learning Needs: Procedure**

<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired activity for listening is ....	a. Discussion about the content of a monologue/dialogue	4	25.00
	b. Identifying keywords	4	25.00
	c. Identifying expressions	1	6.25
	d. Identifying sentence structures	0	0
	e. Arranging jumbled sentences or giving written response	3	18.75
	f. Arranging jumbled sentences or giving oral response	4	25.00
	g. Others	0	0

Table 18 above shows the activities wanted by the learners in learning listening. Discussions about the content of monologues/dialogues, identifying keywords, arranging jumbled sentences of giving oral response were chosen by the respondents with percentage as many as 25.00% for each of these categories. And the rests, the respondents wanted arranging jumbled sentences or giving written response and indentifying expressions for their activities in learning listening with precentage as many as 18.75% and 6.25% respectively.

**Table 19. Learning Needs: Procedure**

<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired activity for writing is ....	a. Arranging jumbled sentences	3	18.75
	b. Arranging sentences into paragraphs	5	31.25
	c. Identifying sentence structures	1	6.25
	d. Identifying punctuations in sentences	0	0
	e. Re-writing	5	31.25
	f. Writing paragraphs based on certain topics	2	12.50
	g. Others	0	0

Table 19 above shows the activities wanted by the learners in learning writing. The majority of the total respondents chose arranging sentences into paragraphs and re-writing for their writing activities with percentage 31.25% for each category. About 18.75% of them wanted arranging jumbled sentences. Then as many as 12.50% of the total respondents wanted writing paragraphs based on certain topics. Lastly, indentifying sentence sructures was chosen by 6.25% of the total respondents for the writing activities.

**Table 20. Learning Needs: Procedures**

<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired activity for reading is ....	a. Reading aloud	10	62.50
	b. Discussing the content of a text in pairs	1	6.25
	c. Discussing the content of a text in groups	1	6.25
	d. Analysing expressions and functions of a sentence based on certain context	4	25.00
	e. Others	0	0

Table 20 above shows the activities wanted by the learners in learning reading. The majority of the total respondents chose reading aloud for their speaking activities, with percentage as many as 62.50%. About 25.00% of them wanted activities of analysing expressions and functions of a sentence based on certain contexts. Discussing the content in pairs and in groups was chosen for the activities in learning reading with the percentage of each category as many as 6.25%.



Table 21. **Learning Needs: Procedures**

Questions	Items	N	(%)
The desired activity for learning vocabulary is ....	a. Listening to vocabularies related to contexts	3	18.75
	b. Filling in the blanks	4	25.00
	c. Identifying vocabularies in a text	1	6.25
	d. Matching words with their meanings	4	25.00
	e. Matching words with pictures	4	25.00
	f. Others	0	0

Table 21 above shows the activities wanted by the learners in learning vocabulary. Filling in the blanks, matching words with meanings, and matching words with pictures were chosen by the respondents with the percentage as many as 25.00% for each category. And the rest, as many as 18.75% wanted listening to vocabularies related to the context and as many as 6.25% wanted identifying vocabularies in a text for the activities in learning vocabularies.

Table 22. **Learning Needs: Procedures**

Questions	Items	N	(%)
The desired activity for learning grammar is ....	a. Identifying sentences structures	3	18.75
	b. Identifying and correcting sentence structures	4	25.00
	c. Arranging sentences based on examples	6	37.50
	d. Arranging words into sentences with correct structures	3	18.75
	e. Others	0	0

Table 22 above shows the activities wanted by the learners in learning grammar. The majority of the total respondents chose arranging sentences based on examples for their activities in learning grammar, with percentage as many as 37.50%. Following, identifying and correcting sentences' structures as many as

25.00%. Identifying sentences' structures and arranging words into sentences were chosen by the respondents with the percentage as many as 18.75% for each.

**Table 23. Learning Needs: Procedures**

<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired activity for evaluation is ....	a. Written essay tests	3	18.75
	b. Written multiple choice tests	1	6.25
	c. Performance assessment	12	75.00
	d. Interview	0	0
	e. Others	0	0

Table 23 above shows the form of evaluation wanted by the learners. As many as 75.00% of the total respondents wanted performance assessment. About 18.75% of the respondents wanted written essay tests. Lastly, written multiple choice tests were chosen by 6.25% of the respondents.

## **2. The Course Grid**

The course grid was developed as the basis for the learning materials so that the materials developed could match and fulfill learners' needs and interests. It consists of seven items i.e. topics, unit titles, indicators, language functions, inputs, language focuses, and procedures. The complete course grid of this study is shown in Appendix D. the explanations below are the detailed information about the course grid for each unit.

### **a. Unit 1**

The course grid for Unit 1 was generally developed based on the results of needs assessment results and the jobs of hotel reception staff since this course book was not intended to be a school materials but a hotel's. The course

grid consists of several parts namely: Unit, Topic, Unit Title, Indicators, Language Functions, Input Texts, Language Focus, and Procedure.

The first item of the course grid for Unit 1 is the topic. The topic for Unit 1 is “*Reservation and Check-in*”. It was chosen based on the learners’ very first job description. The very first thing hotel reception staff must deal with is reservation and check-in processes. They have to be able to deal with guests who come from various regions and countries everyday so that is why this topic was chosen as the topic for Unit 1.

The second item of the course grid for Unit 1 is the unit title. Based on the chosen topic, Unit 1 title is “*Good morning! Welcome to the Grand Park Hotel*”. It emphasizes the topic about reservation and check-in process. The title also helps build the learners’ background knowledge about the topic before they start learning.

The third item is achievement indicators. The indicators were formulated based on the needs assessment results, the job descriptions and the topic of the unit. The learners are expected to learn how to use expressions of asking for and offering helps to foreign guests. Those were then applied in spoken cycle in Unit 1. For written cycle, the learners are expected to learn how to fill hotel reservation forms using certain information they get from the guests.

The fourth item is language functions. This item shows the objectives for spoken cycle. The language functions for Unit 1 are expressing asking for and offering help. Common, simple expressions of asking for and offering help are

used in this unit. The learners will also learn about the level of politeness of those expressions.

The fifth item of the course grid is the input text. The input text is divided into two parts. The first part is an input text for listening and speaking cycle. For the spoken cycle, the input text should facilitate the students to learn expressions of asking for and offering help. Therefore, the input texts for the spoken cycle of Unit 1 are reservation and check-in dialogues which contain the expression of asking for and offering help. The second part is the input text for written cycle. For Unit 1, the written inputs are examples of hotel reservation forms taken from the internet to make it more authentic because the objectives of Unit 1 written cycle are to identify and use hotel reservation forms.

The next item is language focus. The language focus in this course grid generally consists of two parts i.e. grammar and vocabulary. The grammar focus for Unit 1 is using modal verbs in sentences correctly. The modal verbs used in the grammar focus are modals used in the expressions of asking for and offering help. Since the language functions in this unit are asking for and offering help, the grammar focus is in form of questions. The vocabularies for this unit are selected based on the topic and input texts. Due to the topic which is related to reservation and check-in process, the vocabularies are ones commonly used in the worlds of hotel and hospitality, especially ones used in a reservation and a check-in process.

The last item of the course grid for Unit 1 is the procedures. The procedures are related to the activities in order to perform the tasks. In other words, they are related to what learners should accomplish for achieving the

objectives. The procedures are divided into three parts i.e. lead in, listening and speaking, and reading and writing. Each part shows a list of activities to perform the achievement indicators. The procedures were developed based on the objectives of Unit 1 and needs assessment results.

## **b. Unit 2**

Similar with Unit 1, the course grid for Unit 2 shows the detailed information about the topic, unit title, achievement indicators, language function, input text, language focus, and procedures of the related unit. They were also generated from needs assessment results and the job descriptions of hotel reception staff. Unit 2 also shares the same basic competence with Unit 1 which is “Understanding English words and terms, expressions and simple sentences”.

Moreover, there will be the explanation about the detailed information for each item in the course grid for Unit 2. Firstly, it is about the topic for Unit 2. The topic of this unit is “*Getting lost*”. The topic was selected based on the activities tourists usually do when visiting some new places, that is sight seeing.

Secondly, the unit title for Unit 2 was chosen based on the expressions which are going to be learned by the learners. Therefore, the title for this unit is “*Do you have any idea where the bus station is?*”. The purpose of the title is to introduce to the students that they will learn how to ask for and give direction. The choice of the title is also to emphasize the topic of this unit.

The next item is achievement indicators. The indicators were formulated from the topic of this unit. There were also some additions considering to the topics and the results of needs assessment i.e. the target needs. Therefore, in

this unit the learner are expected to learn the expressions of asking for and giving direction, identify and use a map to give directions.

The fourth item of the course grid of Unit 2 is language functions. Previously stated, the objectives of Unit 2 are to teach the expressions of asking for and giving direction. Therefore, the language functions for this unit are the expressions of asking for and giving direction. The functions are to fill the objectives of the spoken cycle of this unit.

The fifth item is the input text. This part indicates the kind of texts which are given to the students to achieve the objectives. There are also two types of input text in Unit 2. For the spoken cycle, the input text is dialogues containing expressions of asking for and giving direction. Meanwhile, the input text for the written cycle are maps.

The next item in the course grid for Unit 2 is the language focus. The language focus contains two parts i.e. grammar focus and vocabulary. The grammar focus of this unit is using preposition of place correctly in giving direction. The choice of the grammar focus is to reinforce students in using expressions of asking for and giving direction in a dialogue. The second part of the language focus is vocabulary. The vocabularies given in Unit 2 are terms commonly found in the dialogue of asking for and giving directions and terms related to tourism places and public facilities such as crossroads and signposts.

Finally, the last item of the course grid is the procedures. For Unit 2, the procedures consist of three parts: lead in, listening and speaking and reading and writing. The lead in part provides the types of activities to introduce the

topic and to build the background knowledge upon the topic. The listening and speaking part presents detailed activities by which the objectives of spoken cycle will be achieved, whereas the reading and writing part provides the detailed activities for written cycle. As Unit 1, the procedures of Unit 2 were also developed based on the results of needs assessment. Moreover, the arrangement of the activities refers to the theory of TLBT.

### c. Unit 3

The course grid for Unit 3 was built based on the needs assessments results and the job descriptions of hotel reception staff. The topic of this unit is also related to the previous unit. The detailed parts of the course grid are explained as follows.

The first part is the topic of Unit 3 which is “*where to go and sightseeing*”. From the topic, the contents of this unit were developed so the objectives can be achieved by the students. Another consideration of choosing this topic is to maintain the connection with the previous units. Therefore, all units will be interconnected and show the cohesiveness of each other.

The second part is the unit title of Unit 3. The title of this unit is “*I suggest you to visit Prambanan temple*”. Similar with the previous units, the title shows the expressions which will be learned by the learners, learners are expected to be ready with the lesson. Moreover, the purpose of choosing this title is to emphasize the topic. As the topic of Unit 3 is sightseeing. Prambanan temple is used to open up the learners’ background knowledge by giving an example of a tourism place they already know.

The third item is achievement indicators. The purpose of the indicators is to know how far the learners achieve the objectives of this unit. In this unit the learners are expected to learn the expressions of asking for and giving suggestions, identify and use tourism brochures to give the best suggestions to match the guests' situations and requests.

The next item is the language function. The language function shows the competence of spoken language which should be achieved. For Unit 3, the language functions which are taught are expressions of asking for and giving suggestions. As the previous units, the choice of the language functions was based on the needs assessment results.

The fifth item is the input text for the spoken cycle and the written cycle. The input texts for spoken cycle are dialogues containing the expressions of asking for and giving suggestions. For the written cycle, the input texts are tourism brochures.

The sixth item is the language focus. The language focus part in Unit 3 also consists of two parts: the grammar and vocabularies. The grammar taught in this unit is simple present tense. The choice is based on the topic and the language functions. Therefore, the vocabularies are terms related to tourism and sightseeing.

The last item is the procedures. The procedures of Unit 3 contain the activities which the students should do in order to achieve the objectives of learning. The procedures of Unit 3 are developed based on the topic, achievement indicators, and needs assessment results.



### 3. The Unit Design

After the course grid was formulated, the next step of this study was developing the materials. Based on the course grid, there are three units of learning materials each of which consists of about 12 tasks. The organisation of the task referred to a theory of language teaching, Task-based Language Teaching. Based on this theory, a unit design must consist of three phases, i.e. comprehension, production and interaction. Moreover, there were also other considerations as stated in the literature review.

The materials which were developed cover the four language skills, i.e. listening, speaking, reading, and writing. The listening and speaking skills belong to the spoken cycle. Meanwhile, the reading and writing skills belong to the written cycle. Every cycle in a unit consists of some tasks which provide activities by which the learners are expected to achieve the goal of the learning. The process of developing the tasks referred to the procedures in the course grid which were formulated based on the learning objectives and needs assessment results.

Generally, each unit is divided into several sections. The first section is the front page. This page presents the unit title and an introductory paragraph. The purpose of the introductory paragraph is to introduce the topic and to inform about the objectives of the learning to the learners. In addition, the paragraph provides information about the situation or context in which they will use their language competences.

After the front page, there will be the main section or main pages which consist of several parts, i.e. lead in, lesson proper (spoken cycle and written

cycle), extras, homework, reflection, and summary. The clear explanation about the parts of the main section can be seen the following table.

Table 24. **The unit design of the materials.**

<b>Sections</b>	<b>Descriptions</b>
A. Lead-in	The purpose of the lead in section is to introduce the learners with the topic of the unit. It is also to provide background knowledge and context before the students do the real tasks
B. Lesson Proper	The purpose of this section is to provide the learners with tasks by which they can achieve the objectives of the learning. In this section, the tasks are divided into spoken cycle and written cycle
C. Homework	This function of this section is to be an evaluation phase. The students are expected to do a number of tasks by which they can apply the competences they have learned. The tasks were designed as authentic as possible so it must happen in the real world
D. Reflection	The purpose of this section is to provide a self-assessment activity. Therefore, the learners will know how much they have learned from the unit.
E. Summary	This section was designed to present the summary of the language items taught in the unit

The table above provides a general overview about the parts which construct a unit. Moreover, the units will also be enriched by some unique hotel trivias, and culture facts from around the world. There are "*Did You Know?*" columns containing unique facts about some popular hotels around the world which functions as the enrichment for the learners about the hotel world and a "*For Your Information!*" column containing unique cultural facts which helps improve the learners' cross-cultural knowledge in each unit.

#### **4. First Draft of Materials**

The materials were developed from the course grid which was formulated based on the results of the needs assessment and standard of

competences and basic competences. Previously stated, each unit consists of about 12 to 13 tasks. The organisation of each unit has been presented in the previous section. For the full version of the first draft of materials, it is available in Appendix E. therefore, in this section there will be the description of each unit of the materials.

#### **a. The Description of Unit 1**

The title of Unit 1 is “*Good morning! Welcome to the Grand Park Hotel*”. The title shows the first thing that happens in the hotel when guests come, that is greeting. The title is also related to the topic of this unit that is reservation and check-in. Before doing the tasks, there is an introductory paragraph which is written to provide knowledge about the learning objectives of the unit.

The next section of Unit 1 is *Lead-in*. There are two tasks provided in this section: Task 1 and Task 2. The purpose is to introduce the topic of Unit 1 to the learners and to build the learners’ background knowledge before moving on to the next tasks. The activities for Task 1 are listening to a dialogue and answering short questions. The dialogue is a phone dialogue between a guest and a reception staff. The dialogue will help build the learners’ background knowledge about this unit as well as become the warming up before moving to harder tasks. There is also a picture of a hotel reception staff in a front office.

The next in *Lead-in* section is Task 2. The activity for Task 2 requires the learners to match four pictures of different types of things related to the hotel and hospitality with the correct names provided. By doing the task, the students

will have the background which will be useful in doing the next tasks. This task also helps enrich the learners' vocabulary.

After *Lead-in* section, there is *Lesson Proper* section. In this section, the learners are asked to do and to perform a number of tasks which are given in order to achieve the learning objectives. The tasks were developed from the course grid. The total tasks for this section are 10 tasks which start from Task 3 to Task 12. The tasks are divided into two parts, namely Listening and Speaking and Reading and Writing.

The first task for *Lesson Proper* section is Task 3. This task was designed to enrich the learners' vocabularies. There are several vocabularies commonly used when someone books or checks-in to a hotel. These vocabularies will be useful in the next tasks. The activities done by the learners in this task is listening to the vocabularies pronounced by the teacher, and then they repeat after the teacher and find the meaning of the vocabularies. A table containing the list of vocabularies and their phonetic transcription is provided.

The next task is Task 4 which is a listening task. Task 4 also requires the learners to listen to a dialogue and fill the blanks. The learners will be given a script of the dialogue with some blank spaces and they are required to fill the blanks based on what they have listened.

After learning listening in Task 3 and Task 4, the learners are required to do Task 5. Task 5 is a follow-up activity for the previous task. The learners are required to listen again to the same dialogue and decide whether the statements provided in a Table are true or false.

The productive skill starts in Task 6. In this task the learners are required to perform a dialogue provided by the teacher in pairs. In pairs, the learners are required to perform a role play. One student acts as a hotel reception staff, and the other acts as a guest. This task was designed to measure the learners' basic speaking skills.

Tasks 7 and 8 were designed as grammar focus tasks. In task 7, the learners are provided with some explanations about the expressions of asking for and offering help, as well as the examples. They are also provided with the formula of modal verb sentences, as well as some examples. The learners are only required to study the explanations and the examples. Then in task 8, the learners are required to classify the expressions of asking for and offering help provided in the previous tasks based on the level of politeness.

Task 9 is the follow-up activity for task 7 and 8. In this task, the learners must decide whether the patterns of the expressions of asking for and offering help provided are true or false, and then if it is false, they have to give the correct one. Since it is a little bit harder than the previous tasks, the question number one has been done by the teacher.

Task 10 is the beginning of the reading and writing tasks. The activities in this task are studying a reservation form and answering short questions. The reservation form is already filled and the learners are required to answer the questions related to the reservation form. The questions point out some important information in the reservation form.

Task 11 is the follow-up activity for task 10. In this task, there is a dialogue between a hotel reception staff and a guest which is related to the reservation form in the previous task. The dialogue is jumbled and the learners are required to arrange the sentences into a correct dialogue. There is also an extra in this task namely a “*Did You Know?*” about the Bellagio Las Vegas hotel, which enrich the learners knowledge about hotel world.

The next is Task 12. Task 12 becomes the ultimate task which must be done by the learners in this unit. The activities in this task involve the skills that have been learned in the previous tasks. The learners are provided with a blank reservation form and an information text, and then based on the information, the learners are required to fill the reservation form. After that, they are required to work in pairs to make a dialogue containing at least 4 expressions of asking for and offering help, and then perform the dialogue in front of the class. By the end of this task, there is a “*For Your Information!*” column containing a unique fact about a unique history of handshake. This section is designed to give unique information about culture to the learners so their cross-cultural knowledge will improve.

The next two tasks, task 13 and 14 are the *Homework* section. In task 13, the learners are required to find a dialogue of a hotel check-in process and analyse the expression of asking for and offering help. The learners may look for the dialogue in any sources such as magazines, newspapers, or the internet. After that, they have to write a dialogue using the same expressions. In task 12, the learners

are required to work in pairs to compose a dialogue of hotel check-in process and perform it. They also have to record the conversation and give it to the teacher.

The next section is *Reflection*. In this section, the learners are provided with a Table containing several aspects related to the unit. They are required to put a tick (✓) mark on the table based on how much they have learned from this unit.

The last section in this unit is *Summary*. The learners are provided with the summary of what they have learned in this unit, especially the grammar focus section. They can use this section to learn independently at home.

## **b. The Description of Unit 2**

Unit 2 is entitled “*Do you have any idea where the bus station is?*” The title was taken from one expression of asking for directions taught in this unit. The description about the objectives of this unit was provided in the introductory paragraph. The paragraph also explains the reason why the competences taught in Unit 2 are important for them in the future.

Based on the design, the first section is *Lead-in*. In this section, the learners are provided with tasks which form background knowledge and a context for further activities. There are two tasks provided in this section, Task 1 and Task 2. The types of activities for Task 1 are the same as the previous unit, namely listening to a dialogue and answering short questions. There are three questions provided in this task related to the dialogue. The dialogue itself is a conversation between a hotel reception staff and a guest containing some expressions of asking for and giving directions.

In Task 2, the learners are required to match pictures with names provided. The pictures help the learners build their background knowledge about this unit. Also the pictures are names of things that will be helpful in the next tasks.

After *Lead-in* section, the students are to do the next section, *Lesson proper*. This section is the main part of this unit which consists of tasks developed based on the procedures written in the course grid. Based on the unit design, *Lesson proper* section is divided into two parts i.e spoken cycles and written cycles. The spoken cycle provides some activities for learning listening and speaking, while written cycle provides activities for reading and writing. Moreover, there are also some vocabulary and grammar tasks given among the cycles.

Task 3, the first task in the *Lesson Proper* is a vocabulary task. Similar with the task in the previous unit, the activities in this task require the learners to listen to vocabularies pronounced by the teacher. They will be provided with a table containing the phonetic transcriptions. After they have listened to the vocabularies and guess the words, they are required to find the meanings of the words.

After completing Task 3, in Task 4 the learners are required to listen to a dialogue of a conversation containing expressions of asking for and giving directions. Then they are required to decide whether statements provided are true or false, and if it is false, they have to provide the corrections.



The next task for this cycle is Task 5 which becomes the follow-up activities for the previous task. In this task, the learners are required to listen again to the same dialogue they have listened in task 4, and then fill the blanks in the script provided.

Task 6 is the production section of the listening and speaking section. There is a script of a conversation between a pedestrian and a foreign tourist. This script contain expressions of asking for and giving directions. In pairs, the learners have to perform the dialogue in front of the class. By the end of this task, there is a “*For Your Information!*” column.

In the next task, the learners are required to study the expressions of asking for and giving directions. A Table of the expressions of asking for and giving directions is provided and the learners are required to pronounce them aloud. In this task, there is also an explanation about the prepositions of place as well as the examples how to use them.

Task 8, the follow-up for the grammar focus section, requires the learners to arrange some jumbled sentences of asking for directions. There are five jumbled sentences, containing different forms of the expressions of asking for directions.

In the next task, task 9, the learners is provided with a simple town map. They are required to study the map, and based on the map decide whether the following statements are tre or false, and if it false, they have to give corrections. The function of this task is to introduce the reading and writing section of this unit. The learners are required to read a map and get the

information about the locations in the map so that they can use it to give directions.

In task 10, the types of activities are completing sentences based on the information contained in a town map. The learners are required to use correct prepositions of place to complete the sentences. This task also help deepen the learners' knowledge about the prepositions of place. By the end of this task, there is a “*Did You Know?*” column that will enrich the learners' knowledge with a unique fact about the hotel around the world.

Task 11 is the ultimate task in this unit. In pairs, the learners are provided with two maps of the same town, but containing different information. The learners are required to complete the map by getting the information they lack from their partner. They have to use the expressions of asking for and giving directions, and perform a role play in front of the class.

The next section is *Homework*. This section involve task 12 and 13. In task 13, the learners are provided with an incomplete map. They are also provided with some information they can use to complete the map. Then they are required to compose a dialogue containing the expressions of asking for and giving directions to complete the map. In task 13, the learners, in pairs are required to draw their own map. From their map, they have to perform and record a conversation containing the expressions of asking for and giving directions and submit it to the teacher.

The next section is *Reflection*. The function of this section, the same as in the previous unit, is to measure how much the learners have learned from this

unit. The final section is *Summary*. The learners are provided with some important materials contained in this unit so that they can learn again at their will.

### **c. The Description of Unit 3**

The title for Unit 3 is “*I suggest you to visit Prambanan temple, sir!*”

The title was taken from one of expressions used in giving suggestion. The description about the objectives of this unit was provided in the introductory paragraph.

Based on the design, the first section is *Lead-in*. In this section, the learners are provided with tasks which create background knowledge and a context for the further activities. There are two tasks provided in this section, Task 1 and Task 2. The type of activities for Task 1 is matching pictures with names. The pictures themselves are pictures of some examples of tourism spots. The purpose of this task is to build the learners’ knowledge about this unit as well as to enrich their vocabularies about tourism spots so they can use them later in this unit.

Task 2 contains a paragraph with some blanks on it. In this task, the learners are required to fill in the blanks using words provided. The paragraph is a descriptive paragraph about a famous tourism place.

After the *Lead-in* section, there is the *Lesson Proper* section. In this section the learners are to do and to perform a number of tasks which are given in order to achieve the learning objectives. The tasks were developed from the course grid. The total tasks for this section are 10 tasks which start from Task 3 to

Task 12. The tasks are divided into two parts, i.e listening and speaking and reading and writing.

The first task for the *Lesson Proper* section is Task 3. It functions to enrich the learners' vocabulary mastery. The type of activities in this task is listening to vocabularies pronounced by the teacher. Then, the learners have to write down the vocabularies in the table provided. There is a list of phonetic transcription that helps the learners guess the vocabularies. After that, the learners are required to compose simple sentences using the vocabularies they have written down.

Task 4 belongs to listening cycle. In this task, the learners have to listen to a dialogue and answer short questions related to the dialogue. The dialogue itself is a conversation between a reception staff and a guest. It involves some expressions of asking for and giving suggestions.

Task 5 is the follow-up activity for task 4. In this task, the learners have to listen again to the dialogue. After that, they have to decide whether the statements are true or false based on the dialogue.

The next task belongs to spoken cycle. The learners are provided with a dialogue containing some expressions of asking for and giving suggestions. They have to perform the dialogue in front of the class in pairs. One learner acts as the guest 1 and the other acts as the guest 2. The learners' level of fluency and pronunciation will be measured from this task.

In task 7, the learners are provided with an explanation about expressions commonly used for asking for and giving suggestions. There are also

stated the formality categories of the expressions. Besides, they are also provided with the pattern of simple present tense. The learners are required to study this pattern as well so that they can describe tourism places correctly when giving suggestions. By the end of this task, there is a “*For Your Information!*” column which gives the learners unique cultural information.

The next task in this unit is Task 8 which was designed to help the learners understand the expressions which were explained in the previous tasks. In this task, there are five jumbled expressions of asking for and giving suggestions. The learners must re-arrange those expressions into correct ones and pay attention to the punctuation used.

The reading and writing section starts at task 9. The type of activities in this task is composing a dialogue based on certain information. The learners are provided with some information by the teacher. They are required to compose a dialogue containing some expressions of asking for and giving suggestions using the information. By the end of this task, there is a “*Did You Know?*” column which gives a unique fact about a famous hotel to the learners.

In the next task, Task 10, the learners are asked to study a brochure. The brochure is about tourism spots. Then, the learners are required to answer the questions related to the content of the brochure.

Task 11 is the follow-up task for the previous task. In this task, the learners are required to read the brochure again and decide whether the statements are true or false based on the information contained in the brochure. If the statement is false, they have to provide the reasons.

The next task is the ultimate task for this unit. In this task, the learners are provided with a tourism brochure and information. They are required to compose a dialogue containing some expressions of asking for and giving suggestions based on the brochure and the information. After that, they have to perform a role play using the dialogue they have composed in front of the class.

The next section is *Homework*. In this section there is task 13. In task 13, the learners are required to find some information of a tourism place or event from the internet and compose a dialogue containing at least 4 expressions of asking for and giving suggestions using the information.

After *Homework* section, there is *Reflection* section. The *Reflection* section in this unit is the same as ones in the previous units. The learners are provided with a Table of aspects of this unit. Then, they have to put a tick (✓) marks on Table according to how much they have learned from this unit.

The last section is *Summary*. In this section, the learners are provided with the summary of this unit. Especially the grammar section so they can learn again at their will.

## **5. The Expert Judgement on the First Draft of Materials**

The expert judgement was the next stage of this study after all units of the materials were developed. The purpose of the expert judgement was to get the expert's opinions about the materials. The instrument for the expert judgement was a questionnaire. The items of the questionnaire were adapted from the standards of materials proposed by *BNSP*. According to the *BNSP*, the materials should be appropriate in terms of four aspects: content, language, presentation and

layout. Therefore, the purpose of the questionnaire was to know how far the materials have accomplished those standards. The questionnaire can be seen in Appendix F.

In this stage, there was one materials expert involved. They were to fill the questionnaire about the appropriateness of the learning materials. The results of the expert judgement questionnaire were analysed using descriptive statistics. The central tendency which was applied in this study is the mean. In classifying the category, the mean was converted into frequencies of agreement. The results of the questionnaire are provided in Appendix G. The summary of the results are presented as follows.

**a. The Results of Expert Judgement Questionnaire of the First Draft of Materials**

The table below presents the descriptive statistic of the material expert's opinions related to the appropriateness of Unit 1 of the materials according to the standards of *BNSP* about learning materials for vocational high schools.

1) The appropriateness of the content

**Table 25. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Content of the First Draft of Materials**

No	Items	Means ()	Description of Agreement
1	The appropriateness of the content	2.50	Disagree
2	The depth of the content	2.75	Disagree
3	The accuracy of the contents	2.70	Disagree

The appropriateness of the contents of the materials can be achieved if it shows the mean value of 4.00. Table 25 above is the summary from the expert judgement questionnaire which covers three general items of the contents appropriateness in term of the contents. The appropriateness had not been approved by the materials expert as shown in Table 25 above. Therefore, the content of the first draft of materials is categorized as inappropriate based on the standards proposed by *BNSP*.

2) The appropriateness of the language

**Table 26. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Language used in the First Draft of Materials**

No	Items	Means ()	Description of Agreement
1	The appropriateness to the learners' language development	3.50	Agree
2	The use of communicative language	4.00	Agree
3	The accuracy of the language	3.50	Agree
4	The sequencing and the unity of ideas	3.50	Agree

Table 26 above shows the opinion of the materials expert about the language which is used in the first draft of materials. The expert generally agrees on the appropriateness of the language used in the first draft of materials. It is shown on Table that the language appropriateness was not achieved by the first draft of materials as the mean value is below 4.00. Therefore, the language used in the first draft of materials is categorised as appropriate based on the standards proposed by *BNSP*.



3) The appropriateness of materials presentation

**Table 27. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Materials Presentation of the First Draft of Materials**

No	Items	Means ()	Description of Agreement
1	The technique of presentation	4.25	Strongly Agree
2	Learning presentation	3.87	Agree

Based on the table above, the expert generally agreed on the appropriateness of materials presentation of the first draft of materials. It is shown on the table that the overall standards about materials presentation appropriateness were accomplished by the first draft of materials as the mean value is 4.06. Therefore, the materials presentation of the first draft of materials is categorised as appropriate based on the standard proposed by *BNSP*.

4) The appropriateness of materials layout

**Table 28. The Descriptive Statistic of Expert's Opinions on the Appropriateness of the Materials Layout of the First Draft of Materials**

No	Items	Means()	Description of Agreement
1	The layout of the content	4.16	Agree
2	The illustration of the content	4.00	Agree
3	The typography of the materials	4.00	Agree

Based on Table 28, the means value of the items range from 4.00 to 4.16. It indicates that the expert agreed on the appropriateness of the layout of the first draft of materials based on the standard of appropriate learning materials. The

overall standards about the materials layout appropriateness were achieved by the first draft of materials as presented in Table. Therefore, the materials presentation of the first draft of materials is categorised as appropriate based on the standards proposed by *BNSP*.

Finally, the conclusion from the results above is that the first draft of materials has not accomplished the standards of appropriateness of learning materials. The conclusion is based on the materials expert's opinion which indicates the agreement on the appropriateness of this unit based on the standards proposed by *BNSP* about learning materials. There are still many weaknesses in the first draft of materials, especially in the content. Many tasks in the first draft of materials are inappropriate and unnecessary for the learners. The first draft of materials needs to be revised again.

## **6. The Review of the First Draft of Materials**

The expert's suggestions were intended to review the overall materials and also tasks in details. First, the suggestions from the expert is about the instruction in each task. The instructions should be in form of statements not orders. The expert found out that the instructions used wrong punctuations which were exclamation marks. The punctuations should be full stops. Besides, the expert also found some miss typing in the instructions.

Second, the expert suggested to put on the resources from which the pictures used in the materials were taken. The expert found out that there was no single source of the pictures, since the pictures were taken from online sources, not own products, the researcher should put on the resources. The expert also

questioned the front desk icons attached in the tasks. He suggested to change the icons to ones represented the activities of the tasks or remove them.

Third, the expert suggested to use correct pattern of grammar in the grammar focus sections. The grammar sections of Unit 1 and Unit 2 should be able to explain the pattern of the grammar discussed clearly. The patterns used would not help the learners since those patterns were not correct.

From the content aspects, the expert suggested to focus more on speaking activities since the course book was designed for hotel reception staff who needed more speaking in their daily jobs. The detailed items which were revised based on the suggestions of the expert are presented below.

#### **a. The Evaluation and Revision of Unit 1 of the First Draft of Materials**

Table 29 below presents the evaluation and revision of the first draft of the materials. The complete version of the final draft of the materials can be seen in the appendix I

**Table 29. The Evaluation and the Revision of Unit 1 of the First Draft of Materials**

<b>Tasks</b>	<b>Evaluation</b>	<b>Revision</b>
Task 1	The punctuation of the instruction. " <i>Listen to the dialogue and answer the questions below!</i> "	The instruction is revised. " <i>Listen to the dialogue and answer the questions below.</i> "
Task 2	The task is not necessary.	The task is omitted.
Task 3	The instruction is not correct. " <i>Listen to the pronunciation and repeat after the teacher then find the meanings of the words below!</i> "	The instruction is revised. " <i>Listen to the pronunciation and repeat after the teacher. Then, find the meanings of the words below.</i> "

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Tasks	Evaluation	Revision
Task 4	The instruction is not correct. <i>“Listen to the dialogue and fill the blanks!”</i>	The instruction is revised. <i>“Listen to the dialogue and fill in the blanks.”</i>
Task 5	The task is not necessary.	The task is omitted.
Task 6	The task is not necessary	The task is omitted.
Task 7	The task is not necessary.	The task is changed into the grammar focus part of unit 1.
	The formula is not correct. <i>“S - Modal - VI”</i>	The formula is revised. <i>“S - Modal - infinitive”</i>
Task 8	The task is not necessary.	The task is omitted.
Task 9	The task is not necessary.	The task is omitted.
Task 10	The picture in the task is too small.	The picture is enlarged.
Task 11	The task is not necessary.	The task is omitted.
Task 12	The picture in the task is too small	The picture is enlarged.
Task 13	The instruction is not correct. <i>“Find a dialogue of hotel check-in process and analyze the expressions of asking for and offering help and write a dialogue of your own using the same expressions!”</i>	The instruction is revised. <i>“Find a dialogue of a hotel check-in process and analyze the expressions of asking for and offering help and write a dialogue of your own using the same expressions”</i>
Task 13	The instruction is incorrect. <i>“In pairs, compose a dialogue of hotel check-in process and record the conversation!”</i>	The instruction is revised. <i>“In pairs, compose a dialogue of a hotel check-in process and record the conversation.”</i>

#### b. The Evaluation and Revision of Unit 2 of the First Draft of Materials

Table 30 presents the evaluation and revision of Unit 2 of the first draft of the materials. The complete version of the final draft of the materials can be seen in Appendix I.

Table 30. **The Evaluation and the Revision of Unit 2 of the First Draft of Materials**

Tasks	Evaluation	Revision
Task 1	The instruction should use a full stop. <i>“Listen to the dialogue and answer the questions below!”</i>	The instruction is revised. <i>“Listen to the dialogue and answer the questions below.”</i>
Task 2	The task is not necessary.	The task is omitted
Task 3	The instruction should use a full stop. <i>“Write down the vocabularies pronounced by the teacher and find the meanings!”</i>	The instruction is revised. <i>“Write down the vocabularies pronounced by the teacher and find the meanings.”</i>
Task 4	The task is not necessary.	The task is omitted.
Task 5	The instruction is not correct. <i>“Listen again to the dialogue and fill the blanks!”</i>	The instruction is revised. <i>“Listen to the dialogue and fill in the blanks.”</i>
Task 6	The task is not necessary.	The task is omitted.
Task 7	The task is not necessary.	The task is changed into the grammar focus part of unit 2.
Task 8	The task is not necessary.	The task is omitted.
Task 9	The task is not necessary.	The task is omitted.
Task 10	The task is not necessary.	The task is omitted.
Task 11	The instruction should use a full stop. <i>“In pairs, use the expressions of asking for and giving directions to find the places below and perform it in front of the class!”</i>	The instruction is revised. <i>“In pairs, use the expressions of asking for and giving directions to find the places below and perform it in front of the class.”</i>
Task 12	The instruction should use a full stop. <i>“Based on the map below, compose dialogues containing the expressions of asking for and giving directions using the information provided!”</i>	The instruction is revised. <i>“Based on the mape below, compose dialogues containing the expressions of asking for and giving directions usingthe infomation provided.”</i>

### c. The Evaluation and Revision of Unit 3 of the First Draft of Materials

Table 31 below presents the evaluation and revision of Unit 3 of the first draft of the materials. The complete version of the final draft of the materials can be seen in Appendix I

**Table 31. The Evaluation and the Revision of Unit 3 of the First Draft of Materials**

<b>Tasks</b>	<b>Evaluation</b>	<b>Revision</b>
Task 1	The punctuation of the instruction is not correct. <i>“Match pictures with names below!”</i>	The instruction is revised. <i>“Match the pictures with names below.”</i>
Task 2	The task is not necessary.	The task is omitted.
Task 3	The punctuation of the instruction is not correct. <i>“Write down the vocabularies pronounced by the teacher and compose sentences using those vocabularies!”</i>	The instruction is revised. <i>“Write down the vocabularies pronounced by the teacher and compose sentences using those vocabularies.”</i>
Task 4	The task is not necessary.	The task is omitted.
Task 5	The task is not necessary.	The task is omitted.
Task 6	The task is not necessary.	The task is omitted.
Task 7	The formula in this task is not correct. <i>“S – V1/to be I”</i>	The formula is revised. <i>“S – infinitive/-s, -es/be”</i>
Task 8	The task is not necessary.	The task is omitted.
Task 9	The task is not necessary.	The task is omitted.
Task 10	The picture in this task is too small.	The picture is enlarged.
Task 11	The task is not necessary.	The task is omitted.
Task 12	The picture in this task is enlarged.	The task is omitted.

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<b>Tasks</b>	<b>Evaluation</b>	<b>Revision</b>
Task 13	The punctutation of the instruction is not correct. <i>“Find information of a tourism place or event from the internet and compose a dialogue containing at least 4 expressions of asking for and giving suggestions using the information!”</i>	The instruction is revised. <i>“Find information of a tourism place or event from the internet and compose a dialogue containing at least 4 expressions of asking for and giving suggestions using the information.”</i>

Since the content of the first draft of materials was not appropriate for the reception staff of Vidi hotel Yogyakarta, the second draft of materials was developed. There were many changes in the contents of the first draft of materials although several tasks were still omitted in the second draft of the materials. The second draft of materials contained new tasks which focused more on speaking rather than other skills. The list of the new tasks and the new arrangement of the tasks are shown on tables below.

Table 32. **The Second Draft of the Materials**

<b>Units</b>	<b>Tasks</b>	<b>Instructions</b>	<b>Status</b>
1	1	<i>“Listen to the dialogue and answer the questions below.”</i>	Existing /no changes
	2	<i>“Listen to the pronunciations and repeat after the teacher. Then, find the meanings of the words below.”</i>	Existing /moved from task 3

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Units	Tasks	Instructions	Status
	3	<i>“Listen to the dialogue and fill in the blanks.”</i>	Existing /moved from task 4
	4	<i>“Using the information contained in Table below, give brief explanations about the rates and facilities about a certain room in front of the class. The room will be randomly decided by the teacher.”</i>	Brand new
	5	<i>“In pairs, use the information in the previous task to perform a dialogue in order to complete the instructions contained in the following instruction cards.”</i>	Brand new
	6	<i>“Work in pairs and study the following explanation.”</i>	Existing /moved from task 7
	7	<i>“Classify the expressions of asking for and offering help in the previous task based on the level of politeness.”</i>	Existing /moved from task 8
	8	<i>“Decide whether the sentences below are true or false. Provide the correct forms if the sentence is false. No. 1 has been done for you as an example.”</i>	Existing /moved from task 9
	9	<i>“Study the reservation form below and answer the following questions.”</i>	Existing /moved from task 10
	10	<i>“Based on the information provided in the previous task, compose a dialogue of a phone reservation and perform it in front of the class.”</i>	Brand new

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Units	Tasks	Instructions	Status
	11	<i>“Based on the information below, fill the reservation form below and make a dialogue of your own using at least 4 expressions of asking for and offering help and perform it in front of the class in pairs.”</i>	Existing/ moved from task 12
	12	<i>“Find a dialogue of a hotel check-in process and analyze the expressions of asking for and offering help and write a dialogue of your own using the same expressions”</i>	Existing/ moved from task 13
	13	<i>“In pairs, compose a dialogue of a hotel check-in process and record the conversation.”</i>	Existing/ moved from task 14
2	1	<i>“Listen to the dialogue and answer the questions below.”</i>	Existing
	2	<i>“Write down the vocabularies pronounced by the teacher and find the meanings.”</i>	Existing/ moved from task 3
	3	<i>“Listen to the dialogue and fill in the blanks.”</i>	Existing/ moved from task 5
	4	<i>“Work in pairs and study the following explanation.”</i>	
	5	<i>“Arrange the jumbled sentences below into correct ones. Use correct punctuation.”</i>	Existing/ moved from task 8
	6	<i>“In pairs, perform a dialogue to complete the sentences provided below in front of the class.”</i>	Brand new
	7	<i>“Study the map below and decide whether the statements below are true or false and give corrections if they are false.”</i>	Existing/ moved from task 9
	8	<i>“Using the map, give oral directions to show the location of the places in the cards in front of the class. The cards and the starting point will randomly be decided by the teacher.”</i>	Brand new

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Units	Tasks	Instructions	Status
	9	<i>“In pairs, use the expressions of asking for and giving directions to find the places below in front of the class.”</i>	Existing/ moved from task 11
	10	<i>“Based on the mape below, compose dialogues containing the expressions of asking for and giving directions using the infomation provided.”</i>	Existing/ moved from task 12
	11	<i>“In pairs, draw your own map and compose a dialogue containing the expressions of asking for and giving directions and record your performance.”</i>	Existing/ moved from task 13
3	1	<i>“Match the pictures with names below.”</i>	Existing
	2	<i>“Completes the paragraph below using the vocabularies provided.”</i>	Existing
	3	<i>“Write down the vocabularies pronounced by the teacher and compose sentences using those vocabularies.”</i>	Existing
	4	<i>“Listen to the dialogue and answer the questions below.”</i>	Existing
	5	<i>“Study the expressions below and list them based on the level of politeness.”</i>	Existing/ moved from task 7
	6	<i>“Arrange the jumbled sentences below into correct ones and practice saying them in front of the class.”</i>	Existing/ moved from task 8
	7	<i>“Take turn to describe tourism spots in front of the class using information in the cards provided below while the other students try to guess the name of it. The cards will randomly be decided by the teacher.”</i>	Brand new
	8	<i>“Recall your favourite tourism spot and perform a dialogue in front of the class to describe it and the reason why you like it in pairs. The tourism spoy you choose must be different from ones in the previous task.”</i>	Brand new

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Units	Tasks	Instructions	Status
	9	<i>“Read the brochure below and answer the following questions.”</i>	Existing/ moved from task 10
	10	<i>“Pay attention to the brochure and the information below. Then, compose a conversation in pairs and perform it in front of the class.”</i>	Existing/ moved from task 12
	11	<i>“Find information of a tourism place or event from the internet and compose a dialogue containing at least 4 expressions of asking for and giving suggestions using the information.”</i>	Existing/ moved from task 13

## 7. The Expert Judgement on the Second Draft of Materials

After the second draft of the materials was developed, another expert judgement phase was also conducted. The purpose of the expert judgement was the same as the previous expert judgement that is to get the expert’s opinions about the materials. The instrument for the expert judgement was a questionnaire. The instrument used was also the same, the expert judgement questionnaire. The results of the questionnaire are provided in the appendix G. The summary of the results are presented as follows.

### a. The Results of Expert Judgement of Questionnaire of the Second Draft of Materials

Tables below present the descriptive statistic of the material expert’s opinions related to the appropriateness of the second draft of materials according to the standards of *BNSP* about learning materials.

## 1) The appropriateness of the content

**Table 33. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Content of the Second Draft of Materials**

No	Items	Means ()	Description of Agreement
1	The appropriateness of the content	3.25	Neither agree nor disagree
2	The depth of the content	3.50	Agree
3	The accuracy of the contents	3.70	Agree

The appropriateness of the contents of the materials can be achieved if it shows the mean value of 4.00. Table 33 above is the summary from the expert judgement questionnaire which covers three general items of the contents appropriateness in term of the contents. The appropriateness had still not been approved by the materials expert as shown in Table 33 above. Therefore, the content of Unit 1 is categorized as inappropriate based on the standards proposed by *BNSP*.

## 2) The appropriateness of the language

**Table 34. The Descriptive Statistic of Expert's Opinions on the Appropriateness of the Language used in the Second Draft of Materials**

No	Items	Means ()	Description of Agreement
1	The appropriateness to the learners' language development	4.00	Agree
2	The use of communicative language	4.00	Agree
3	The accuracy of the language	4.00	Agree
4	The sequencing and the unity of ideas	4.00	Agree

Table 34 above shows the opinion of the materials expert about the language which is used in the second draft of materials. The expert generally agreed on the appropriateness of the language used in the second draft of materials. It is shown on Table that the language appropriateness was achieved by the second draft of materials as the mean value is 4.00. Therefore, the language used in the second draft of materials is categorised as appropriate based on the standards proposed by *BNSP*.

### 3) The appropriateness of materials presentation

**Table 35. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Materials Presentation of the Second Draft of Materials**

No	Items	Means ()	Description of Agreement
1	The technique of presentation	4.12	Agree
2	Learning presentation	4.25	Strongly Agree

Based on Table above, the expert generally agreed on the appropriateness of materials presentation of the second draft of materials. It is shown on Table that the overall standards about materials presentation appropriateness were accomplished by the second draft of materials as the lowest value of the mean is 4.12. Therefore, the materials presentation of the second draft of materials is categorised as appropriate based on the standard proposed by *BNSP*.

4) The appropriateness of materials layout

**Table 36. The Descriptive Statistic of Expert's Opinions on the Appropriateness of the Materials Layout of the Second Draft of Materials**

No	Items	Means()	Description of Agreement
1	The layout of the content	4.58	Strongly agree
2	The illustration of the content	4.41	Strongly agree
3	The typography of the materials	4.00	Agree

Based on Table 36, the means value of the items range from 4.00 to 4.58. It indicates that the expert agreed on the appropriateness of the layout of the second draft of materials based on the standard of appropriate learning materials. The overall standards about the materials layout appropriateness were achieved by the second draft of materials as presented in Table. Therefore, the materials presentation of the second draft of materials is categorised as appropriate based on the standards proposed by *BNSP*.

Finally, the conclusion from the results above is that Unit 1 has accomplished the standards of appropriateness of learning materials. The conclusion is based on the materials expert's opinion which indicates the agreement on the appropriateness of this unit based on the standards proposed by *BNSP* about learning materials for vocational high school.

## **8. The Review of the Second Draft of Materials**

From the expert judgement process, the expert suggested to remove some unnecessary tasks which were still contained in the second draft of the materials. He suggested to change those tasks with more productive ones.

The expert also underlined the grammar focus parts of the second draft of the materials. He suggested to exclude the grammar focus parts from tasks because tasks such as “*Work in pairs and study the following explanation.*” in Unit 1 was not necessary. It would be better to provide the learners tasks which would help explore their ideas and build up their knowledge of grammar rather than just studying the explanations of grammar.

The expert also felt that other tasks such as “*Decide whether the sentences below are true or false. Provide the correct forms if the sentence false. No. 1 has been done for you as an example.*” in Unit 1 was not necessary and suggested to remove the tasks with brand new tasks which focused more on speaking skills. The detailed items which were revised based on the suggestions of the expert are presented below.

#### **a. The Evaluation and Revision of Unit 1 of the Second Draft of Materials**

Table 37 below presents the evaluation and revision of unit 1 of the second draft of materials. The complete version of the final draft of the materials can be seen in the Appendix I

**Table 37. The Evaluation and the Revision of Unit 1 of the Second Draft of Materials**

<b>Tasks</b>	<b>Evaluation</b>	<b>Revision</b>
Task 1	None	None
Task 2	None	None
Task 3	None	None
Task 4	The clue box should be put after the instruction.	The clue box is repositioned.
	Cards of the room names should be provided.	Cards of the room names are provided.

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Tasks	Evaluation	Revision
Task 5	None	None
Task 6	The task is not necessary. The grammar focus part should not be presented as a task.	The task is omitted. The grammar focus part becomes independent.
Task 7	The task is not necessary.	The task is omitted.
Task 8	The task is not necessary.	The task is omitted.
Task 9	None	None
Task 10	None	None
Task 11	None	None
Task 12	None	None

**b. The Evaluation and Revision of Unit 2 of the Second Draft of Materials**

Table 38. presents the evaluation and revision of Unit 2 of the second draft of the materials. The complete version of the final draft of the materials can be seen in Appendix I

**Table 38. The Evaluation and the Revision of Unit 2 of the Second Draft of Materials**

Tasks	Evaluation	Revision
Task 1	An ilustration should be provided.	An ilustration is provided
Task 2	None	None
Task 3	None	None
Task 4	The task is not necessary. The grammar focus part should not be presented as a task.	The task is omitted. The grammar focus part becomes independent.
Task 5	The task is not necessary.	The task is omitted.

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Tasks	Evaluation	Revision
Task 6	The task is not necessary.	The task is omitted.
Task 7	The task is not necessary.	The task is omitted.
Task 8	None	None
Task 9	None	None
Task 10	None .	None
Task 11	None	None

**c. The Evaluation and Revision of Unit 3 of the Second Draft of Materials**

Table 39 below presents the evaluation and revision of Unit 3 of the second draft of the materials. The complete version of the final draft of the materials can be seen in Appendix I.

**Table 39. The Evaluation and the Revision of Unit 3 of the Second Draft Materials**

Tasks	Evaluation	Revision
Task 1	None	None
Task 2	The task is not necessary.	The task is omitted.
Task 3	None	None
Task 4	None	None
Task 5	The task is not necessary. The grammar focus part should not be presented as a task.	The task is omitted. The grammar focus part becomes independent.
Task 6	The task is not necessary.	The task is omitted.

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Continued....

Tasks	Evaluation	Revision
Task 7	The task should promote the learners to use the expressions of asking for and giving suggestion. <i>“Take turn to describe tourism spots in front of the class using the information in the cards provided below while the other students try to guess the name of those spots. The cards will randomly be drawn by the teacher.”</i>	The instruction is revised. <i>“In pairs, perform a short dialogue containing the expressions of asking for and giving suggestions based on the cards randomly drawn by the teacher. Each pair must use different expressions.”</i>
	An example is needed.	An example is provided.
Task 8	The task is not necessary.	The task is omitted.
Task 9	None	None
Task 10	None	None
Task 11	None	None

Based on the results of the expert judgement and the review, the second draft of the materials was still inappropriate in term of content. There were 3 unnecessary tasks in Unit 1, 4 in Unit 2, and 4 in Unit 3. Those tasks were needed to be removed with more appropriate task, so several new tasks were added to the course book. Table below are the highlight of the third draft of the materials which contains new tasks as well as some rearrangement of the existing task.

Table 40. The third draft of the materials

Units	Tasks	Instructions	Status
1	1	<i>“Listen to the dialogue and answer the questions below.”</i>	Existing/no changes
	2	<i>“Listen to the pronunciations and repeat after the teacher. Then, find the meanings of the words below.”</i>	Existing/moved from task 3
	3	<i>“Listen to the dialogue and fill in the blanks.”</i>	Existing/moved from task 4
		Grammar Focus	
	4	<i>“Listen to the dialogue and write down the expressions of asking for and offering help contained in it.”</i>	Brand new
	5	<i>“In pairs, compose spoken sentences while the other student compose spoken questions based on the pictures randomly drawn and verbs decided by the teacher. Make sure to use the modal verb formula.”</i>	Brand new
	6	<i>“Using the information contained in Table below, give brief explanations about the rates and facilities about a certain room in front of the class. The room will be randomly decided by the teacher.”</i>	Existing/moved from task 4
	7	<i>“In pairs, use the information in the previous task to perform a dialogue in order to complete the instructions contained in the following instruction cards.”</i>	Existing/moved from task 8
	8	<i>“Study the reservation form below and answer the following questions.”</i>	Existing/moved from task 9

Continued....

Continued....

Units	Tasks	Instructions	Status
	9	<i>“Based on the information provided in the previous task, compose a dialogue of a phone reservation and perform it in front of the class.”</i>	Existing/moved from task 10
	10	<i>“Based on the information below, fill the reservation form below and make a dialogue of your own using at least 4 expressions of asking for and offering help and perform it in front of the class in pairs.”</i>	Brand new
	11	<i>“Find a dialogue of a hotel check-in process and analyze the expressions of asking for and offering help and write a dialogue of your own using the same expressions”</i>	Existing/moved from task 12
	12	<i>“In pairs, compose a dialogue of a hotel check-in process and record the conversation.”</i>	Existing/moved from task 13
2	1	<i>“Listen to the dialogue and answer the questions below.”</i>	Existing
	2	<i>“Write down the vocabularies pronounced by the teacher and find the meanings.”</i>	Existing
	3	<i>“Listen to the dialogue and fill in the blanks.”</i>	Existing
		Grammar Focus	
	4	<i>“Listen to the dialogue and write down the expressions of asking for and giving directions contained in the dialogue.”</i>	Brand new
	5	<i>“Try to practice asking for directions orally based on the following cards. The cards will randomly be decided by the teacher.”</i>	Brand new

Continued....

Continued....

Units	Tasks	Instructions	Status
	6	<i>“In pairs, choose one of the pictures below and take turn to give oral directions. One student decides the starting and the finish points while the other student gives oral directions from the starting point to the finish line.”</i>	Brand new
	7	<i>“Based on the map below, show the locations of the places in the cards. The teacher will randomly the cards and decide the prepositions of places to be used.”</i>	Brand new
	8	<i>“Using the map, compose a paragraph containing the expressions of asking for and giving directions to show the locations of the places in the cards. The cards and the starting point will randomly be decided by the teacher.”</i>	Existing/modified from task 8
	9	<i>“In pairs, use the expressions of asking for and giving directions to find the places below and perform it in front of the class.”</i>	Existing
	10	<i>“Based on the map below, compose a dialogue containing the expressions of asking for and giving directions using the information provided.”</i>	Existing
	11	<i>“In pairs, draw your own map and compose a dialogue containing the expressions of asking for and giving directions and record your performance.”</i>	Existing
3	1	<i>“Match the pictures with names below.”</i>	Existing
	2	<i>“Write down the vocabularies pronounced by the teacher and compose sentences using those vocabularies.”</i>	Existing/moved from task 3
	3	<i>“Listen to the dialogue and answer the questions below.”</i>	Existing/moved from task 3
		Grammar Focus	
	4	<i>“Listen to the dialogue and write down the expressions of asking for and giving suggestions contained in it.”</i>	Brand new

Continued....

Continued....

Units	Tasks	Instructions	Status
	5	<i>“In pairs, perform a short dialogue containing the expressions of asking for and giving suggestions based on the cards randomly drawn by the teacher. Each pair must use different expressions.”</i>	Existing/modified from task 7
	6	<i>“in front of the class, describe a tourism spot you have visited or know so well orally and ask your friend to guess the name of it.”</i>	Brand new
	7	<i>“Use the pictures in task 5 to compose a dialogue containing the expressions of asking for and giving suggestions and perform it in front of the class in pairs. Give brief descriptions of the place in the dialogue.”</i>	Brand new
	8	<i>“Read the brochure below and answer the following questions.”</i>	Existing/moved from task 9
	9	<i>“Pay attention to the brochure and the information below. Then, compose a conversation in pairs and perform it in front of the class.”</i>	Existing/moved from task 10
	10	<i>Pay attention to your hometown and its surroundings. Write down the description of it and perform it in front of the class later.</i>	
	11	<i>“Find information of a tourism place or event from the internet and compose a dialogue containing at least 4 expressions of asking for and giving suggestions using the information.”</i>	Existing

## 9. The Expert Judgement on the Third Draft of Materials

After the third draft of the materials was developed, another expert judgement phase was also conducted. The purpose of the expert judgement was the same as the previous expert judgement that is to get the expert's opinions about the materials. The instrument for the expert judgement was a questionnaire. The instrument used was also the same, the expert judgement questionnaire. The results of the questionnaire are provided in the appendix G. The summary of the results are presented as follows.

**a. The Results of Expert Judgement of Questionnaire of the Third Draft of Materials**

Tables below present the descriptive statistic of the material expert's opinions related to the appropriateness of Unit 1 of the materials according to the standards of *BNSP* about learning materials for vocational high school.

1) The appropriateness of the content

**Table 41. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Content of the Third Draft of Materials**

No	Items	Means ()	Description of Agreement
1	The appropriateness of the content	4.00	Agree
2	The depth of the content	4.16	Agree
3	The accuracy of the contents	4.00	Agree

The appropriateness of the contents of the materials can be achieved if it shows the mean value of 4.00. Table 41 above is the summary from the expert judgement questionnaire which covers three general items of the contents appropriateness in term of the contents. The appropriateness had been approved by the materials expert as shown in Table 41 above. Therefore, the content of the third draft of materials of the third draft of materials is categorized as appropriate based on the standards proposed by *BNSP*.

## 2) The appropriateness of the language

**Table 42. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Language Used in the Third Draft of Materials**

No	Items	Means ()	Description of Agreement
1	The appropriateness to the learners' language development	4.00	Agree
2	The use of communicative language	4.25	Strongly Agree
3	The accuracy of the language	4.00	Agree
4	The sequencing and the unity of ideas	4.00	Agree

Table 42 above shows the opinion of the materials expert about the language which is used in the third draft of materials. The expert generally agreed on the appropriateness of the language used in the third draft of materials. It is shown on Table that the language appropriateness was achieved by the third draft of materials as the mean value is above 4.00. Therefore, the language used in the third draft of materials is categorised as appropriate based on the standards proposed by *BNSP*.

## 3) The appropriateness of materials presentation

**Table 43. The Descriptive Statistic of Expert's Opinion on the Appropriateness of the Materials Presentation of the Third Draft of Materials**

No	Items	Means ()	Description of Agreement
1	The technique of presentation	4.37	Strongly Agree
2	Learning presentation	4.62	Strongly Agree



Based on Table above, the expert generally agreed on the appropriateness of materials presentation of the third draft of materials. It is shown on Table that the overall standards about materials presentation appropriateness were accomplished by the third draft of materials as the lowest value of the mean is 4.37. Therefore, the materials presentation of the third draft of materials is categorised as appropriate based on the standard proposed by *BNSP*.

4) The appropriateness of materials layout

**Table 44. The Descriptive statistic of expert's Opinion on the Appropriateness of the Materials Layout of the Third Draft of Materials**

No	Items	Means()	Description of Agreement
1	The layout of the content	4.58	Strongly Agree
2	The illustration of the content	4.58	Strongly Agree
3	The typography of the materials	4.16	Agree

Based on Table 44, the means value of the items range from 4.16 to 4.58. It indicates that the expert agreed on the appropriateness of the layout of the third draft of materials based on the standard of appropriate learning materials. The overall standards about the materials layout appropriateness were achieved by the third draft of materials as presented in Table. Therefore, the materials presentation of the third draft of materials is categorised as appropriate based on the standards proposed by *BNSP*.

Finally, the conclusion from the results above is that the third draft of materials has accomplished the standards of appropriateness of learning materials. The conclusion is based on the materials expert's opinion which indicates the

agreement on the appropriateness of this unit based on the standards proposed by *BNSP* about learning materials for vocational high school.

Nevertheless, the first draft of the materials still has some weakness. The expert, who was asked to evaluate the materials, still found some parts of the first draft which needed some revisions. The revisions were necessary in order to make the draft more appropriate. Therefore, the suggestions from the expert were used to revise the first draft of the materials. The opinions of the expert will be presented in the next section.

#### **10.The Review of the Third Draft of Materials**

Table 45 below presents the evaluation and revision of the third draft of the materials. The complete version of the final draft of the materials can be seen in the appendix I

**Table 45. The Evaluation and the Revision of the Unit 1 of the Third Draft of Materials**

<b>Tasks</b>	<b>Evaluation</b>	<b>Revision</b>
Task 1	None	None
Task 2	None	None
Task 3	None	None
Task 4	None	None
Task 5	The names of the pictures should be provided.	The names of the pictures are provided.
Task 6	An example should be provided.	An example is provided.

Continued....

Continued....

Tasks	Evaluation	Revision
Task 7	The task should be in form of a phone dialogue. <i>“In pairs, use the information in the previous task to perform a dialogue in order to complete the instructions contained in the following cards.”</i>	The instruction is revised. <i>“In pairs, use the information in the previous task to perform a phone dialogue in order to complete the instructions contained in the following cards.”</i>
Task 8	None	None
Task 9	None	None
Task 10	None	None
Task 11	None	None
Task 12	None	None

**a. The Evaluation and Revision of Unit 2**

Table 46 presents the evaluation and revision of Unit 2 of the third draft of the materials. The complete version of the final draft of the materials can be seen in Appendix I

**Table 46. The Evaluation and the Revision of the Unit 2  
of the Third Draft of Materials**

Tasks	Evaluation	Revision
Task 1	None	None
Task 2	None	None
Task 3	None	None
Task 4	None	None
Task 5	None	None
Task 6	None	None
Task 7	None	None
Task 8	An example is needed	An example is provided
Task 9	None	None
Task 10	None .	None
Task 11	None	None

### **b. The Evaluation and Revision of Unit 3**

Table 47 below presents the evaluation and revision of Unit 3 of the first draft of the materials. The complete version of the final draft of the materials can be seen in Appendix I

**Table 47. The Evaluation and the Revision of Unit 3 of the Third Draft of Materials**

<b>Tasks</b>	<b>Evaluation</b>	<b>Revision</b>
Task 1	None	None
Task 2	None	None
Task 3	None	None
Task 4	None	None
Task 5	None	None
Task 6	None	None
Task 7	None	None
Task 8	None	None
Task 9	None	None
Task 10	None	None
Task 11	None	None

### **B. Discussion**

Nowadays, the daily job descriptions of a hotel reception staff, especially in a hotel which is located in big cities like Yogyakarta requires a good English mastery in order to be able to communicate with guests, especially foreign guests. The nature of English used by hotel reception staff in their job description is different from English in general. The English needed by hotel reception staff is English which can be useful for their career, and designed to match their sole needs, that is English for Specific Purposes. Furthermore, a specified course book for hotel reception staff is also needed in order to fulfill their needs of English materials. Therefore, this study employed ESP approach in assessing the learners'

needs which is the very first step in developing a course book of English for hotel reception staff.

The purpose of needs analysis was to make sure that the materials could make the learners learn the language needed in the target situation. The theory proposed by Hutchinson and Waters (1987) about target needs and learning needs was used to develop the needs assessment questionnaire. The questionnaire which was distributed had two main objectives. They were to know the target needs of the reception staff of Vidi hotel Yogyakarta and the learning needs desired by the learners to achieve the goals of learning.

The results of the needs assessment were used to develop a course grid. The course grid was developed to provide a framework for the process of materials development. Since Vidi hotel Yogyakarta was not an academic institution, the course grid was developed based on the needs assessment and interview results. Therefore, the materials would be appropriate according to students' needs.

The materials were developed into three units. Each unit consisted of a consistent pattern, which include introduction, main activities, and closing (reinforcement). The introduction section presented the unit title and an introductory paragraph which provided information about the learning objectives and context. The main activities section presented the tasks which were supposed to make the learners achieve the objectives. Although focused in speaking, there were three sub-sections which were *Lead-in*, *Listening and Speaking*, and *Reading and Writing*. Finally, the closing or reinforcement section provided the learners

with follow-up activities. There were three parts in this section, i.e. *Homework*, *Reflection* and *Summary*. This section also functioned as the evaluation activities to check the learners' achievement through the unit.

In each unit, there were about 11 to 12 tasks which were developed in order to help the learners achieve the objectives of learning. The tasks were designed based on the theory proposed by Nunan (2004). Therefore, each task contained six components, i.e. goal, input, procedure, setting, learner role, and teacher role. In every unit, the tasks were sequenced from comprehension to production activities. The tasks firstly required the learners to comprehend input then they were to do semi-guided production tasks. Finally, the learners were to do the free production stage which demanded them to perform authentic communicative interaction.

In the process of designing materials, the results of needs assessment were used in order to achieve the appropriateness of the materials to learners' needs. The research findings showed that the reception staff wanted learning materials which could support them in completing daily job descriptions. Therefore, the topic of the materials were connected to the needs in the target situation. This was in-line with one principle of Content-based Language Teaching which stated that the contents of the learning better reflected the needs of the students (Richards&Rodgers, 2002).

The results of needs assessments presented the data about inputs desired by the learners. Therefore, the process of selecting the appropriate inputs considered the needs of the learners. The research findings also showed that

appropriate learning materials should employ the correct and appropriate language use. The appropriateness of the language was related to the correct inputs which were selected for learning. This was relevant to the theory proposed by Hutchinson and Waters (1988) which stated that materials should provide models of correct and appropriate language use.

According to the needs analysis, the learners wanted to carry out the tasks by group discussion and pairs work activities. This setting was effective to encourage their cooperation. The groups work activities to promote pair teaching so the objectives of learning were more feasible since the learners were more confident to carry out the tasks. Besides, the learners also wanted various activities in order to achieve the objectives.

Based on the expert judgement, the first draft of materials was not appropriate. There were many unnecessary tasks in the first draft of materials. The materials should be focused more on speaking. In total, there were three times of expert judgement in the making of the course book. All unnecessary tasks in the first, and the second draft were omitted. While the third draft of materials was considered appropriate for the learners' needs but still needed a bit revisions before established as the final draft of materials.

In conclusion, the first draft and the second draft of materials generally did not meet the standards of appropriate learning materials. The results were proven by data of expert's evaluation questionnaire. Based on the descriptive statistic technique, the mean value ranged below 4 for every unit. The third draft of materials eventually met the standards of appropriate learning materials with

the mean value ranged above 4, which became the standard mean of appropriate materials. The results meant that the expert agreed that the learning materials accomplished the appropriateness which covered the standards of contents, language and presentation.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions of the research and the suggestions to other parties.

#### **A. Conclusions**

Based on the objective of this study, this study aims at producing an English course book for the reception staff of Vidi hotel Yogyakarta. By considering the objective of the study, a conclusion was drawn. The conclusion is about how the appropriate English course book for the reception staff of Vidi hotel Yogyakarta is developed. Below is the summary of the process of developing the materials.

#### **The Development of an Appropriate English Course Book for the Reception Staff of Vidi hotel Yogyakarta**

The first step in developing the course book was conducting needs analysis. The needs analysis was in form of a questionnaire administered to the reception staff of Vidi hotel Yogyakarta. The needs analysis results covered the target needs and the learning needs of the reception staff of Vidi hotel Yogyakarta. The target needs referred to the things they need to do in their daily tasks. It includes using English well especially in form of spoken language in dealing with reservations, check-ins, giving directions and suggestions about the city, etc. In fact, most of them were unable to use English well. The main reason behind this was the fluency. Besides, grammar, vocabulary mastery and

pronunciation also became their problems. So from the course book, they expected to be able to understand what their guests want, so they could fulfill it and make the guest satisfied.

Meanwhile, the learning needs referred to what the reception staff of Vidi hotel Yogyakarta needed to do in order to learn and fulfill the target needs. The inputs they desired mostly consisted of short dialogues/monologues and the activities they desired were paired activities, such as role play, and discussions in pairs. However, this course book was designed to fulfill not only speaking skills, but also listening, reading and writing skills.

After conducting needs analysis, the course grid and first draft of the materials were developed. The course grid was developed based on the needs assessment results, and the job descriptions of hotel reception staff. The course grid itself consisted of seven items i.e. topic, unit title, indicators, language functions, inputs, language focuses and procedures. The course grid became the scaffolding in developing the first draft of the materials. The first draft of the materials consisted of three units and was developed based on a certain pattern. It involved *Lead-in*, *Lesson Proper*, *Homework*, *Reflection*, and *Summary*. This pattern was intended to guide the learners from using the course book. The *Lead-in* section became the introduction which would help build the learners' background knowledge about the topic discussed in the unit. The *Lesson Proper* section consisted of Listening and Speaking and Reading and Writing tasks. There were also vocabulary enrichment and grammar focus parts in this section. This section was designed to explore the learners' four skills, starting from listening,

speaking, reading, and writing simultaneously. The next section was *Homework*. This section became the evaluation phase. The tasks included in this section enabled the learners to use the skills they learned in the previous tasks later at home. *Reflection* section became the next section in the first draft of the materials. This section functioned as a self assessment activity. The learners would know how much they learned in this section. The last section was *Summary*. This section was designed to present the summary of the language items taught in the unit.

After developing the first draft of the materials, the draft was checked by materials expert. The materials expert acted as the judges deciding whether the materials developed were appropriate or not. The appropriateness judged included the content, language, presentation, and layout of the materials. The judgement used a questionnaire developed based on the standards proposed by *BNSP*. After being judged, the first draft of the materials was revised and then given to the reception staff of Vidi hotel Yogyakarta.

## **B. Implication**

From the results of this study, an implication can be drawn. It says that the course book was designed based on the needs analysis of the reception staff of Vidi Hotel Yogyakarta. The results of the needs analysis became the scaffolding in developing the course book, and also showed the characteristics of hotel reception staff. Therefore, this course book can be used as the teaching and learning materials for reception staff of other hotels as long as the reception staff

have similar characteristics with ones of the reception staff of Vidi Hotel Yogyakarta.

### **C. Suggestions**

#### **1. To Hotel Reception Staff of Vidi Hotel Yogyakarta**

The hotel reception staff of Vidi Hotel Yogyakarta should improve their levels of English skills especially speaking skills. It is very important since hotel reception staff will be the first people guests see when coming into a hotel. The guests will vary, not only local guests, but also foreign ones. In case of foreign guests, most of them use English as their communication tools when visiting a country regardless of their origins. By improving the English skills, especially speaking, hotel reception staff will be benefited because it helps them in doing their job descriptions especially when dealing with foreign guests.

#### **2. To Hotel Human Resources Development Managers of Vidi Hotel Yogyakarta**

The human resources development manager of Vidi Hotel Yogyakarta should level up their standards in recruiting staff, especially the English mastery of the prospective reception staff. The prospective reception staff must have high level of English mastery since it will help them in doing their job descriptions. Human resources development managers should also hold regular English trainings to the staff because those trainings will help keep and improve the English mastery of the staff.

### **3. To Other Researchers**

This research only focuses on developing English course book for the reception staff of Vidi hotel Yogyakarta. Other researchers may conduct a research in other hotels because there are so many hotels in Yogyakarta and not all of them have reception staff with high levels of English mastery. Other researches may also be conducted in different sections of a hotel. Different sections have different needs of English, and also different kinds of course materials.

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# APPENDIX A

## Needs Analysis Instrument



Table 48. The Organization of the Needs Analysis Questionnaire

Aspect		The purpose of the question	Question Number	References
Target Needs	Goal	To find out the reason of learning English	1	Hutchinson and Waters (1987)
	Necessities	To find out the type of needs by the demands of the target situation	2	Hutchinson and Waters (1987)
	Lacks	To find out the gap between learners' proficiency and the demand of the target situation	3, 4, 5, 6	Hutchinson and Waters (1987)
Learning Needs	Input	To find out the suitable inputs for English learning materials that students want the most	7, 8, 9, 10	Nunan (2004)
	Procedures	To find out the suitable procedures that students want the most	11, 12, 13, 14, 15, 16, 17	Nunan (2004)

## KUISIONER

Nama :

Umur :

Alamat :

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Berikut ini beberapa pertanyaan terkait pengalaman pembelajaran bahasa Inggris dan minat dalam pembelajaran bahasa Inggris bagi karyawan bagian penerimaan tamu (reception staff) hotel Vidi Yogyakarta. Jawaban yang anda berikan tidak akan berkaitan ataupun mempengaruhi karir anda. Harap lingkari jawaban yang menurut anda paling sesuai pada pertanyaan – pertanyaan di bawah ini! Anda boleh memberi lebih dari satu jawaban pada satu pertanyaan. Kejujuran anda dalam menjawab pertanyaan di bawah ini akan sangat membantu dalam penelitian ini. Terima kasih.

1. Pendidikan terakhir

- a. Sekolah dasar
- b. SMP
- c. SMA / SMK
- d. Diploma
- e. Sarjana
- f. Lainnya \_\_\_\_\_

2. Tingkat penguasaan bahasa Inggris

- a. Dapat menggunakan ragam bahasa lisan aktif secara lancar
- b. Dapat menggunakan ragam bahasa lisan aktif tetapi kurang lancar
- c. Dapat menggunakan ragam bahasa lisan aktif dan pasif dengan lancar
- d. Dapat menggunakan ragam bahasa lisan aktif dan pasif tetapi kurang lancar
- e. Dapat memahami ragam bahasa lisan aktif dengan jelas
- f. Kurang dapat memahami ragam bahasa lisan aktif dengan jelas
- g. Dapat memahami ragam bahasa lisan aktif dan pasif dengan jelas
- h. Dapat memahami ragam bahasa lisan aktif dan pasif tetapi kurang jelas
- i. Dapat menyusun kalimat aktif dalam ragam bahasa tulis dengan tepat
- j. Kurang dapat menyusun kalimat aktif dalam ragam bahasa tulis dengan tepat
- k. Dapat menyusun kalimat aktif dan pasif dalam ragam bahasa tulis dengan tepat

- l. Dapat menyusun kalimat aktif dan pasif dalam ragam bahasa tulis tetapi kurang tepat
  - m. Dapat memahami ragam bahasa tulis aktif dengan tepat
  - n. Kurang dapat memahami ragam bahasa tulis aktif dengan tepat
  - o. Dapat memahami ragam bahasa tulis aktif dan pasif dengan tepat
  - p. Dapat memahami ragam bahasa tulis aktif dan pasif tetapi kurang tepat
3. Pengalaman proses pembelajaran Bahasa Inggris secara non – formal
    - a. Tidak pernah
    - b. 1 – 6 bulan
    - c. 6 – 12 bulan
    - d. Lebih dari 12 bulan
  4. Kesulitan – kesulitan pembelajaran bahasa Inggris yang sering dihadapi
    - a. Tata bahasa (Grammar)
    - b. Perbendaharaan kata (Vocabulary)
    - c. Kelancaran berbicara (Fluency)
    - d. Pengucapan kata / kalimat (Pronunciation)
    - e. Pemahaman dalam membaca (Reading comprehension)
    - f. Lainnya\_\_\_\_\_
  5. Intensitas penggunaan bahasa Inggris dalam pekerjaan sehari - hari
    - a. Tiap hari
    - b. Beberapa kali dalam satu minggu
    - c. Beberapa kali dalam satu bulan
    - d. Tidak pernah
  6. Input yang diinginkan untuk pembelajaran mendengarkan (listening)
    - a. Monolog / dialog singkat
    - b. Daftar kosakata (vocabulary) yang berkaitan dengan teks yang didengarkan
    - c. Struktur kalimat
    - d. Ungkapan – ungkapan khusus yang berhubungan dengan topik
    - e. Teks bergambar
    - f. Lainnya\_\_\_\_\_
  7. Input yang diinginkan untuk pembelajaran membaca (reading)
    - a. Teks monolog / dialog singkat
    - b. Daftar kosakata (vocabulary) yang berkaitan dengan topic
    - c. Struktur kalimat
    - d. Ungkapan – ungkapan khusus yang berhubungan dengan topic

- e. Teks bergambar
  - f. Teks otentik
  - g. Lainnya\_\_\_\_\_
8. Input yang diinginkan untuk pembelajaran berbicara (speaking)
- a. Monolog / dialog singkat percakapan transaksional / interpersonal
  - b. Daftar kosakata (vocabulary) dan cara pengucapan (pronunciation)
  - c. Ungkapan – ungkapan khusus yang berkaitan dengan topic
  - d. Gambar yang disertai kata kunci
  - e. Lainnya\_\_\_\_\_
9. Input yang diinginkan untuk pembelajaran menulis (writing)
- a. Model / contoh teks
  - b. Daftar kosakata (vocabulary) yang akan digunakan dalam menulis paragraph
  - c. Gambar disertai kosakata yang berhubungan dengan topik
  - d. Lainnya\_\_\_\_\_
10. Kegiatan yang diinginkan dalam proses pembelajaran berbicara (Speaking)
- a. Percakapan berpasangan
  - b. Menjelaskan gambar secara lisan
  - c. Bermain peran (Role play)
  - d. Berbagi informasi
  - e. Berdiskusi tentang topic tertentu
  - f. Presentasi
  - g. Lainnya\_\_\_\_\_
11. Kegiatan yang diinginkan dalam proses pembelajaran mendengarkan (Listening)
- a. Berdiskusi tentang isi monolog / dialog
  - b. Mengidentifikasi kata kunci
  - c. Mengidentifikasi ungkapan – ungkapan yang digunakan
  - d. Mengidentifikasi struktur kalimat
  - e. Melengkapi kalimat atau memberikan respon tertulis
  - f. Melengkapi kalimat atau memberikan respon secara lisan
  - g. Lainnya\_\_\_\_\_
12. Kegiatan yang diinginkan dalam proses pembelajaran menulis (Writing)
- a. Melengkapi kalimat
  - b. Menyusun kalimat menjadi paragraph yang baik dan benar
  - c. Mengidentifikasi kesalahan dalam struktur kalimat

- d. Mengidentifikasi tanda baca dalam kalimat
  - e. Menulis kembali sesuai contoh
  - f. Menulis berdasarkan topic yang telah ditentukan
  - g. Lainnya\_\_\_\_\_
13. Kegiatan yang diinginkan dalam proses pembelajaran membaca (Reading)
- a. Membaca dengan lantang
  - b. Berdiskusi tentang isi teks berpasangan
  - c. Berdiskusi tentang isi teks dalam kelompok
  - d. Menganalisa ungkapan – ungkapan dan fungsi kalimat berdasarkan konteks
  - e. Lainnya\_\_\_\_\_
14. Kegiatan yang diinginkan dalam pembelajaran kosakata (vocabulary)
- a. Mendengarkan kosakata yang dibacakan yang berhubungan dengan konteks
  - b. Melengkapi paragraf rumpang
  - c. Mengidentifikasi kelompok kata yang terdapat dalam teks
  - d. Memasangkan kata dengan arti
  - e. Memasangkan kata dengan gambar
  - f. Lainnya\_\_\_\_\_
15. Kegiatan yang diinginkan dalam pembelajaran tata bahasa (grammar)
- a. Mengidentifikasi struktur kalimat
  - b. Mengidentifikasi dan membenarkan kesalahan struktur kalimat
  - c. Menyusun kalimat sesuai pola yang dicontohkan
  - d. Menyusun kosakata menjadi kalimat dengan struktur yang benar
  - e. Lainnya\_\_\_\_\_
16. Bentuk evaluasi yang diinginkan
- a. Tes tertulis essai
  - b. Tes tertulis pilihan ganda
  - c. Penilaian terhadap penampilan (Performance)
  - d. Wawancara (Interview)
  - e. Lainnya\_\_\_\_\_

## APPENDIX B

### Results of Needs Analysis

## Needs Assessment Results

Target Needs			
Goals			
Questions	Items	N	(%)
The goal of learning English is ....	a. to be able to communicate with guests	3	18,75
	b. to be able to understand what the guests want	5	31,25
	c. to be able to do jobs in English	8	50
	d. others:	0	0
Necessities			
Questions	Items	N	(%)
The intencity of using English in the daily job descriptions....	a. Everyday	0	0
	b. Several times in a week	10	62,50
	c. Several times in a month	6	37,50
	d. Never	0	0
Lacks			
Questions	Items	N	(%)
Latest education....	a. Elementary School	0	0
	b. Junior High School	0	0
	c. Senior High School	13	81,25
	d. Diploma	3	18,75
	e. University (Bachelor)	0	0
	f. Others	0	0

Questions	Items	N	(%)
Experience of non-formal English learning....	a. Never	0	0
	b. 1-6 months	9	56,25
	c. 6-12 months	5	31,25
	d. More than 12 months	2	12,50
Questions	Items	N	(%)
Level of English Mastery ....	a. Able to comprehend spoken language both active and passive	6	37,50
	b. Less able to comprehend spoken language both active and passive	10	62,50
	c. Able to use spoken language both active and passive	5	31,25
	d. Less able to use spoken language both active and passive	11	68,75
	e. Able to comprehend written language both active and passive	8	50
	f. Less able to comprehend written language both active and passive	8	50
	g. Able to use written language both active and passive	7	43,75
	h. Less able to use written language both active and passive	11	68,75
Questions	Items	N	(%)
Difficulties in learning English ....	a. Grammar	4	25
	b. Vocabulary	3	18,75
	c. Fluency	6	37,50
	d. Pronunciation	2	12,50
	e. Reading comprehension	1	6,25
	f. Others	0	0
<b>Learning Needs</b>			
<b>Input</b>			
Questions	Items	N	(%)



The desired input for listening ....	a. Short monologue/dialogue	10	62,50
	b. Lists of vocabularies related to the text listened	3	18,75
	c. Sentence structures	0	0
	d. Expressions related to topics	0	0
	e. Short text with picture	3	18,75
	f. Others	0	0
<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired input for reading is....	a. Short monologue/dialogue	5	31,25
	b. Lists of vocabularies	3	18,75
	c. Sentence structures	1	6,25
	d. Expressions related to topics	2	12,50
	e. Text with pictures	4	25
	f. Authentic texts	1	6,25
	g. Others	0	0
<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired input for speaking is ....	a. Short monologue/dialogue of transactional/interpersonal conversations	9	56,25
	b. Lists of vocabularies and pronunciation	3	18,75
	c. Expressions related to topics	1	6,25
	d. Pictures with keywords	3	18,75
	e. Others	0	0
<b>Questions</b>	<b>Input</b>	<b>N</b>	<b>(%)</b>
The desired input for writing is ....	a. Models/examples of texts	10	62,50
	b. Lists of vocabularies	1	6,25
	c. Pictures with keywords related to topics	5	31,25

	d. Others	0	0
<b>Procedures</b>			
<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired activity for speaking is ....	a. Explaining pictures	2	12,50
	b. Role play	11	68,75
	c. Information sharing	3	18,75
	d. Discussion about certain topics	0	0
	e. Presentation	0	0
	f. Others	0	0
<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired activity for listening is ....	a. Discussion about the content of a monologue/dialogue	4	25
	b. Identifying keywords	4	25
	c. Identifying expressions	1	6,25
	d. Identifying sentence structures	0	0
	e. Completing jumbled sentences or giving written response	3	18,75
	f. Completing jumbled sentences or giving oral response	4	25
	g. Others	0	0
<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired activity for writing is ....	a. Arranging jumbled sentences	3	18,75
	b. Arranging sentences into paragraphs	5	31,25
	c. Identifying sentence structures	1	6,25
	d. Identifying punctuations in sentences	0	0
	e. Re-writing	5	31,25
	f. Writing paragraphs based on certain topics	2	12,50

	g. Others	0	0
<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired activity for reading is ....	a. Reading aloud	10	62,50
	b. Discussing the content of a text in pairs	1	6,25
	c. Discussing the content of a text in groups	1	6,25
	d. Analysing expressions and functions of a sentence based on certain context	4	25
	e. Others	0	0
<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired activity for learning vocabulary is ....	a. Listening to vocabularies related to contexts	3	18,75
	b. Filling blanked sentences	4	25
	c. Identifying vocabularies in a text	1	6,25
	d. Matching words with their meanings	4	25
	e. Mathcing words with pictures	4	25
	f. Others	0	0
<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired activity for learning grammar is ....	a. Identifying sentence structures	3	18,75
	b. Identifying and correcting sentence structures	4	25
	c. Arranging sentences based on examples	6	37,50
	d. Arranging words into sentences with correct structures	3	18,75
	e. Others	0	0
<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>(%)</b>
The desired activity for evaluation is ....	a. Written essay tests	3	18,75
	b. Written multiple choice tests	1	6,25
	c. Performance assessment	12	75

	d. Interview	0	0
	e. Others	0	0

Table 49. The Results of Target and Learning Needs

Aspects		Questions	Items	%
Target Needs	Goal	The goal of learning English is ....	a. to be able to communicate with guests	18,75
			b. to be able to understand what the guests want	31,25
			c. to be able to do job descriptions in English	50
			d. others:	0
	Necessities	The intencity of using English in the daily job descriptions....	a. Everyday	0
			b. Several times in a week	62,50
			c. Several times in a month	37,50
			d. Never	0
	Lacks	Latest education....	a. Elementary School	0
			b. Junior High School	0
			c. Senior High School	81,25
			d. Diploma	18,75
			e. University (Bachelor)	0
			f. Others	0
		Experience of non-formal English learning....	a. Never	0
			b. 1-6 months	56,25
			c. 6-12 months	31,25
			d. More than 12 months	12,50
		Level of English Mastery ....	a. Able to comprehend spoken language both active and passive	37,50
			b. Less able to comprehend spoken language both active and passive	62,50
			c. Able to use spoken language both active and passive	31,25
			d. Less able to use spoken language both active and passive	68,75
			e. Able to comprehend written language both active and passive	50
			f. Less able to comprehend written language both active and passive	50
			g. Able to use written language both active and passive	43,75
			h. Less able to use written language both active and passive	68,75
		Difficulties in learning English ....	a. Grammar	25
			b. Vocabulary	18,75
			c. Fluency	37,50

Learning Needs			d. Pronunciation	12,50
			e. Reading comprehension	6,25
			f. Others	0
	<b>Inputs</b>	The desired input for listening ....	a. Short monologue/dialogue	62,50
			b. Lists of vocabularies related to the text listened	18,75
			c. Sentence structures	0
			d. Expressions related to topics	0
			e. Short text with picture	18,75
			f. Others	0
		The desired input for reading is....	a. Short monologue/dialogue	31,25
			b. Lists of vocabularies	18,75
			c. Sentence structures	6,25
			d. Expressions related to topics	12,50
			e. Text with pictures	25
			f. Authentic texts	6,25
			g. Others	0
		The desired input for speaking is....	a. Short monologue/dialogue of transactional/interpersonal conversations	56,25
			b. Lists of vocabularies and pronunciation	18,75
			c. Expressions related to topics	6,25
			d. Pictures with keywords	18,75
			e. Others	0
		The desired input for writing is ....	a. Models/examples of texts	62,50
			b. Lists of vocabularies	6,25
			c. Pictures with keywords related to topics	31,25
			d. Others	0
	<b>Procedures</b>	The desired activity for speaking is ....	a. Explaining pictures	12,50
			b. Role play	68,75
			c. Information sharing	18,75
			d. Discussion about certain topics	0
			e. Presentation	0
			f. Others	0
		The desired activity for listening is ....	a. Discussion about the content of a monologue/dialogue	25
			b. Identifying keywords	25
			c. Identifying expressions	6,25
			d. Identifying sentence structures	0
			e. Arranging jumbled sentences or giving written response	18,75
			f. Arranging jumbled sentences or giving oral response	25
			g. Others	0
		The desired activity for writing is ....	a. Competing jumbled sentences	18,75
			b. Arranging sentences into paragraphs	31,25

			c. Identifying sentence structures	6,25
			d. Identifying punctuations in sentences	0
			e. Re-writing	31,25
			f. Writing paragraphs based on certain topics	12,50
			g. Others	0
		The desired activity for reading is ....	a. Reading aloud	62,50
			b. Discussing the content of a text in pairs	6,25
			c. Discussing the content of a text in groups	6,25
			d. Analysing expressions and functions of a sentence based on certain context	25
			e. Others	0
		The desired activity for learning vocabulary is ....	a. Listening to vocabularies related to contexts	18,75
			b. Filling blanked sentences	25
			c. Identifying vocabularies in a text	6,25
			d. Matching words with their meanings	25
			e. Matching words with pictures	25
			f. Others	0
		The desired activity for learning grammar is ....	a. Identifying sentence structures	18,75
			b. Identifying and correcting sentence structures	25
			c. Arranging sentences based on examples	37,50
			d. Arranging words into sentences with correct structures	18,75
			e. Others	0
		The desired activity for evaluation is ....	a. Written essay test	18,75
			b. Written multiple choice test	6,25
			c. Performance assessment	75
			d. Interview	0
			e. Others	0

## APPENDIX C

### Interview Guide and Transcript



## INTERVIEW GUIDE

This set of questions is asked to the Human Resources Development manager of Vidi Group.

1. Would you tell me the history of the Vidi Group and the Hotel Vidi from it was first founded up until now?
2. How many hotels are included in the Vidi Group?
3. How many staffs in the reception section in each hotel?
4. What kind of education background is needed to apply as a reception staff/receptionist in the Hotel Vidi?
5. What special skills are needed to apply as a reception staff/receptionist in the Hotel Vidi?
6. Is there any special trainings given from the Hotel management to improve foreign language skills especially English to the reception staffs/receptionists of the Hotel Vidi?
7. What kind of English training does the Vidi Group management desire to be given to the reception staffs/receptionist of the Hotel Vidi?
8. How long is the duration of the English training that the Vidi Group management want to be given to the reception staffs/receptionist of the Hotel Vidi?
9. What kind of facilities can be used or given by the Vidi Group management to support the English training for the reception staffs/receptionists of the Hotel Vidi?

## INTERVIEW TRANSCRIPT

R : Researcher

M : Manager

R : Bisa tolong ceritakan sedikit sejarah Vidi Group dan Hotel Vidi dari pertama kali didirikan sampai sekarang, pak!

M : Vidi Group atau lebih dikenal sebagai Cipta Sarina Vidi dulunya merupakan jasa *catering* yang melayani pernikahan-pernikahan maupun acara lain seperti meeting di kota Yogyakarta dan kemudian berkembang menjadi wedding organizer. Selain catering, wedding organizer kita juga menyewakan gedung serbaguna yang bernama Graha Sarina Vidi yang ada di jalan Magelang yang biasa digunakan untuk acara pernikahan. Hotel Vidi didirikan mengingat kebutuhan akan penginapan yang meningkat tiap tahunnya terutama pada hari-hari liburan maupun saat penerimaan mahasiswa baru di Jogja, oleh karena itu kita mendirikan hotel Vidi yang berkonsep penginapan bernuansa rumah.

R : Ada berapa hotel yang tergabung dalam jaringan Vidi group, Pak?

M : Dulunya kita memiliki 4 hotel yang terletak di sekitaran jalan kaliurang, tapi sekarang hanya ada 2 hotel yang aktif.

R : Untuk karyawan bagian penerimaan tamu atau receptionist di tiap hotel ada berapa orang, Pak?

M : Untuk receptionist sendiri kita ada sekitar 8 orang di masing-masing hotel, mas. Mereka kerjanya sesuai shift, jadi bergantian tiap harinya.

R : Latar belakang pendidikan seperti apa yang diperlukan jika ingin melamar pekerjaan sebagai receptionist di hotel Vidi?

M : Latar belakang pendidikan minimal SMA atau sederajat. Untuk sekarang ini kebanyakan lulusan SMK dan ada beberapa yang dari sekolah umum.

R : Keahlian khusus apa saja yang dibutuhkan untuk melamar pekerjaan sebagai receptionist di sini, Pak?

M : Kalau keahlian khusus ya hospitality, Mas. Bahasa Inggris juga pastinya diperlukan.

R : Apakah ada pelatihan khusus yang diberikan oleh pihak manajemen hotel untuk meningkatkan kemampuan bahasa Inggris bagi karyawan bagian penerimaan tamu hotel Vidi, Pak?

M : Untuk pelatihan khusus kita selalu sediakan, Mas. Tiap tahun kami adakan pelatihan bahasa Inggris gratis bagi karyawan kita.

- R : Untuk pelatihan bahasa Inggris sendiri, dari pihak manajemen hotel ingin yang seperti apa, Pak?
- M : Pelatihan bahasa Inggrisnya kalau bisa yang fokus pada speaking, Mas. Kan mereka lebih banyak ngomongnya. Kalau bisa seperti latihan berbicara atau drama, pokoknya yang banyak ngomongnya saja.
- R : Dari pihak hotel ingin berapa lama durasi pelatihan bahasa Inggris untuk receptionistnya, Pak?
- M : Kalau untuk durasinya sendiri bisa sekitar 2 jam, Mas. Kan mereka kerjanya shift, jadi kalau sedang tidak kerja bisa ikut pelatihan bahasa Inggris.
- R : Fasilitas seperti apa yang bisa diberikan oleh pihak hotel untuk menunjang pelatihan bahasa Inggris bagi receptionist, Pak?
- M : Kalau fasilitas kita bisa sediakan ruang di salah satu hotel kita, dan juga fasilitas audio visual seperti speaker. Paling cuma itu aja, Mas.

## APPENDIX D

### Course Grid

Institution : Hotel Vidi Yogyakarta

Section : Reception / Front Office

Subject : English

Unit	Topic	Unit Title	Indicators	Language Functions	Input Text	Language Focus		Procedures
						Grammar	Vocabularies	
Unit 1	Reservation and Check-in	Good morning! Welcome to The Grand Park Hotel.	<ul style="list-style-type: none"> <li>- Recognising the expressions of asking for help</li> <li>- Recognising the expressions of offering help</li> <li>- Constructing a dialogue using the expressions of asking for and offering help</li> <li>- Identifying the parts of a reservation form</li> <li>- Differentiating the use of modals in sentences</li> <li>- Using modals</li> </ul>	<p>Expressing that you need a help e.g</p> <ul style="list-style-type: none"> <li>- <i>Would you do me a favor?</i></li> <li>- <i>Would you mind giving me a hand?</i></li> <li>- <i>Can you help me?</i></li> </ul> <p>Expressing that you are willing to give help e.g</p> <ul style="list-style-type: none"> <li>- <i>Would you like some help?</i></li> <li>- <i>May I help you?</i></li> <li>- <i>What can I do for</i></li> </ul>	<p>Listening and speaking:</p> <ul style="list-style-type: none"> <li>- <i>A phone dialogue between a guest and a receptionist</i></li> <li>- <i>A dialogue between a guest and a receptionist face to face</i></li> </ul> <p>Reading and Writing:</p> <ul style="list-style-type: none"> <li>- <i>A reservation form</i></li> </ul>	<p>Modal: Would, Could, Can, May. What – Modal – S – infinitive?</p> <ul style="list-style-type: none"> <li>- <i>What <b>can</b> I do for you?</i></li> </ul> <p>Modal – S – infinitive?</p> <ul style="list-style-type: none"> <li>- <i><b>Would</b> you do me a favor?</i></li> <li>- <i><b>Could</b> you give me a hand?</i></li> <li>- <i><b>Can</b> you</i></li> </ul>	<p>Terms related to hotel and hospitality especially ones used when reserving and checking-in e.g</p> <p><i>Adjoining room</i> <i>Book</i> <i>Bellboy</i> <i>Deposit</i> <i>Lobby</i> <i>Rate</i> <i>Room service</i> <i>Valet</i></p>	<p><i>Lead-in</i></p> <ul style="list-style-type: none"> <li>- Listening to a dialogue and answering short questions</li> <li>- Matching pictures with names</li> </ul> <p><i>Listening and Speaking</i></p> <ul style="list-style-type: none"> <li>- Listening to a list of words and repeat after the teacher</li> <li>- Listening to a dialogue and filling</li> </ul>

			to ask for and offer help	<i>you?</i>		<i>help me?</i>		the blanks - Listening to a dialogue and deciding whether a statement is true or false  <i>Reading and          Writing</i> - Analysing expressions - Analysing grammar patterns - Classifying expressions - Deciding whether a statement is true or false - Analysing a reservation form - Arranging sentences into a good dialogue - Filling a reservation
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								form based on information
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Unit	Topic	Unit Title	Indicators	Language Functions	Input Text	Language Focus		Procedures
						Grammar	Vocabularies	
Unit 2	Getting Lost	Do you have any idea where the bus station is?	<ul style="list-style-type: none"> <li>- Recognising the expressions of asking for directions</li> <li>- Recognising the expressions of giving directions</li> <li>- Using a dialogue containing the expressions of asking for and giving directions</li> <li>- Differentiating the use of prepositions of place <i>in</i>, <i>on</i>, and <i>at</i> in asking for and giving directions</li> <li>- Using prepositions of place <i>in</i>, <i>on</i> and <i>at</i> to ask for and give</li> </ul>	<p>Asking for directions e.g</p> <ul style="list-style-type: none"> <li>- <i>Would you mind showing me where...is?</i></li> <li>- <i>Can you tell me where...is?</i></li> <li>- <i>Do you have any idea how to get to...?</i></li> </ul> <p>Giving directions e.g</p> <ul style="list-style-type: none"> <li>- <i>Go straight this street and turn left on the first T-junction, it is the first building on your left?</i></li> <li>- <i>The</i></li> </ul>	<p>Listening and speaking:</p> <ul style="list-style-type: none"> <li>- <i>Dialogues containing expressions of asking for and giving directions</i></li> </ul> <p>Reading and Writing:</p> <ul style="list-style-type: none"> <li>- <i>Maps</i></li> </ul>	<p>Prepositions of place: <i>in</i>, <i>on</i>, and <i>at</i></p> <ul style="list-style-type: none"> <li>- <i>It is located in the Avenue street</i></li> <li>- <i>Turn right at the crossroads</i></li> <li>- <i>It is the second building on your left</i></li> </ul>	<p>Terms related to asking for and giving directions e.g</p> <p><i>Across</i> <i>Beside</i> <i>Between</i> <i>Crossroads</i> <i>Left</i> <i>Near</i> <i>Opposite</i> <i>Right</i> <i>Signpost</i> <i>t-junctions</i> <i>turn</i></p>	<p><i>Lead-in</i></p> <ul style="list-style-type: none"> <li>- Listening to a dialogue and answering short questions</li> <li>- Matching pictures with names</li> </ul> <p><i>Listening and Speaking</i></p> <ul style="list-style-type: none"> <li>- Listening to a list of words and repeat after the teacher</li> <li>- Listening to a dialogue and deciding whether a statement is true or false</li> <li>- Listening</li> </ul>



			<p>directions</p> <ul style="list-style-type: none"> <li>- Identifying maps</li> <li>- Using maps to give directions</li> </ul>	<p><i>Burger King is located in the Sesame street</i></p>				<p>to a dialogue and filling the blanks</p> <ul style="list-style-type: none"> <li>- Performing a dialogue in pairs, in front of the class</li> </ul> <p><i>Reading and Writing</i></p> <ul style="list-style-type: none"> <li>- Analysing expressions</li> <li>- Analysing grammar patterns</li> <li>- Arranging jumbled sentences</li> <li>- Deciding whether a statement is true or false based on a map</li> <li>- Completing sentences based on a map</li> <li>- Using a map to</li> </ul>
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								compose a dialogue and perform it in front of the class
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Unit	Topic	Unit Title	Indicators	Language Functions	Input Text	Language Focus		Procedures
						Grammar	Vocabularies	
Unit 3	Where to go and Sightseeing	I suggest you to visit Prambanan temple, sir!	<ul style="list-style-type: none"> <li>- Recognising the expressions of asking for suggestions</li> <li>- Recognising the expressions of giving suggestions</li> <li>- Using a dialogue containing the expressions of asking for and giving suggestions</li> <li>- Understanding the pattern of present tense</li> <li>- Using present tense to describe something</li> <li>- Identifying a brochure</li> <li>- Using a brochure to give suggestions</li> </ul>	<p>Asking for suggestions e.g</p> <ul style="list-style-type: none"> <li>- <i>Do you have any ideas for me?</i></li> <li>- <i>Do you have any suggestions for me?</i></li> <li>- <i>Can you tell me where I should go?</i></li> </ul> <p>Giving directions e.g</p> <ul style="list-style-type: none"> <li>- <i>You should go to Prambanan temple</i></li> <li>- <i>It would be better if you go to Indrayanti beach</i></li> <li>- <i>I suggest</i></li> </ul>	<p>Listening and speaking:</p> <ul style="list-style-type: none"> <li>- <i>Dialogues containing expressions of asking for and giving suggestions</i></li> </ul> <p>Reading and Writing:</p> <ul style="list-style-type: none"> <li>- <i>Brochure</i></li> <li>- <i>Dialogues containing expressions of asking for and giving suggestions</i></li> </ul>	<p>Simple present tense: S – V1/to be1</p> <ul style="list-style-type: none"> <li>- <i>It is a temple</i></li> <li>- <i>It takes 30 minutes to go there</i></li> <li>- <i>The building has a magnificent structure</i></li> </ul>	<p>Terms related to tourism and sightseeing e.g</p> <p><i>Attraction</i> <i>Amusement park</i> <i>City tour</i> <i>Downtown</i> <i>Excursion</i> <i>High-season</i> <i>Heritage</i> <i>Off-peak</i> <i>Outdoor</i> <i>Visitor</i></p>	<p><i>Lead-in</i></p> <ul style="list-style-type: none"> <li>- Matching pictures with names</li> <li>- Completing a text using vocabularies provided</li> </ul> <p><i>Listening and Speaking</i></p> <ul style="list-style-type: none"> <li>- Listening to a list of words and composing sentences</li> <li>- Listening to a dialogue and answering short questions</li> <li>- Listening to a dialogue and deciding whether a statement is true or false</li> <li>- Performing</li> </ul>

				<i>you to visit Malioboro street</i>				<p>a dialogue in pairs, in front of the class</p> <p><i>Reading and Writing</i></p> <ul style="list-style-type: none"> <li>- Analysing expressions and grammar patterns</li> <li>- Arranging jumbled sentences</li> <li>- Reading a brochure and answering short questions</li> <li>- Deciding whether a statement is true or false based on the information on the brochure</li> <li>- Composing a dialogue based on a certain information</li> </ul>
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								and perform it in front of the class
--	--	--	--	--	--	--	--	--

APPENDIX E

The First Draft of Materials

## UNIT 1

**“Good morning! Welcome to the Grand Park Hotel!”**



By learning this unit, the learners are expected to understand the basic terms of hotel and hospitality especially things related to hotel check-in. This unit covers several tasks which will guide the learners from very basic things up to independent construction of texts which include expressions of asking and offering help, hotel check-in procedures, and level of politeness. Provided with authentic materials, by the end of this unit, the learners are expected to perform the correct ways of dealing with guests in the real world.

## A. LEAD-IN

### TASK 1

Listen to the dialogue and answer the questions below!



1. What is the dialogue about?
2. What are the speakers in the dialogue?
3. What is the name of the hotel in the dialogue?
4. When is the check-in date of the guest in the recording?
5. How much does the room in the dialogue cost per night?

### TASK 2

Do you know what the pictures below are about? Match the pictures below with the correct names provided!



1. ....



2. ....





4. ....



3. ....



5. ....

A. Bellboy

B. Restaurant

C. Vallet

D. Breakfast Voucher

E. Room Key

F. Bagage Cart

G. Consierge

## B. LESSON PROPER

### TASK 3

Listen to the pronunciation and repeat after the teacher then find the meanings of the words below!

Words	Phonetic Transcriptions	Meanings
Adjoining (Rooms)	/ə'dʒɔɪ.nɪŋ/	
Bellboy	/'bel.bɔɪ/	
Book	/bʊk/	
Check-in	/'tʃek.ɪn/	
Check-out	/'tʃek.aʊt/	

Deposit	/dɪ'pɒz.ɪt/	
Front desk	/frʌnt,desk/	
Inn	/ɪn/	
King-size (bed)	/'kɪŋ.saɪz/	
Lobby	/'lɒb.i/	
Rate	/reɪt/	
Reservation	/,rez.ə'veɪ.ʃən/	
Room service	/ru:m,'sɜ:vɪs/	
Valet	/'væl.eɪ/	
Wake up call	/'weɪk.ʌp,kɔ:l/	

## TASK 4

Listen to the dialogue and fill the blanks!

Guest : Hi. I have a (1) \_\_\_\_\_ for tonight.

Receptionist : And your name?

Guest : It's Nelson. Charles Nelson. Receptionist: Okay. Mr. Nelson. That's a room for five, and . . .

Guest : Excuse me? You mean a room for five dollars? I didn't know the special was so good.

Receptionist : No, no, no. According to our records, a room for five guests was (2) \_\_\_\_\_ under your name.

Guest : No. No. Hold on. There must be some (3) \_\_\_\_\_.

Receptionist : Okay. Let's check this again. Okay, Mr. Charles C. Nelson for tonight . . .

Guest : Ah. There's the problem. My name is Charles Nelson, not Charles C. Nelson. [Uhh] You must have two (4) \_\_\_\_\_ under the name.

Receptionist : Okay. Let me check this again. Oh. Okay. Here we are.

Guest : Yeah.

Receptionist : Charles Nelson. A room for one for the 19th . . .

**English for the Reception Staff of Hotel Vidi**

Guest : Wait, wait! It was for tonight. Not tomorrow night.

Receptionist : Hum. Hum. I don't think we have any rooms for tonight. There's a (5) \_\_\_\_\_ going on in town, and uh, let's see. Yeah, no rooms.

Guest : Ah come on! You must have something. Anything.

Receptionist : Well. We do have some rooms under (6) \_\_\_\_\_ with just a roll-a-way bed. [U-hh] None of the normal (7) \_\_\_\_\_ like a TV or working shower or toilet.

Guest : Ah man. Come on. There must be something else.

Receptionist : Well. Let, let me check my computer here. Ah!

Guest : What?

Receptionist : There has been a (8) \_\_\_\_\_ for this evening. A honeymoon suite is now available.

Guest : Great. I'll take it.

Receptionist : But I'll have to charge you two hundred fifty dollars for the night.

Guest : Ah. Man. I should get a discount for the (9) \_\_\_\_\_.

Receptionist : Well. The best I can give you is a ten percent discount plus a ticket for a free continental breakfast.

Guest : Hey. Isn't the breakfast free anyway?

Receptionist : Well, only on weekends.

Guest : I want to talk to the manager.

Receptionist : Wait, wait, wait Mr. Nelson. I think I can give you an additional 15 percent (10) \_\_\_\_\_ and I'll throw in a free room for the next time you visit us.

Guest : That I'll be a long time.

## TASK 5

Listen again to the dialogue and decide whether the following statements below are true or false!

Statements	T/F
1. In the data, the guest has reserved a room for the 18 <sup>th</sup>	
2. The rooms are all full except a honeymoon suite room	
3. The guest gets a 10 percent discount for the honeymoon suite	
4. The breakfast is always free	
5. The guest will be given a free room the next time he comes again to the hotel	

---

**English for the Reception Staff of Hotel Vidi**

## TASK 6

In pairs, perform the dialogue below in front of the class!

Front Desk	: Good morning, sir! Welcome to the Paradise Hotel.
Traveler	: Good morning
Front Desk	: Can I help you, sir?
Traveler	: Sure, I booked a twinshare room a week ago
Front Desk	: Oh sure, let me check the data first. May I have your name, please?
Traveler	: Timothy Findley
Front Desk	: Could you spell that please?
Traveler	: F-I-N-D-L-E-Y.
Front Desk	: Alright, Mr. Timothy Findley from London, isn't it? Booking a twin share room for 3 nights starting from January 28 <sup>th</sup> 2013
Traveler	: Yes, it is.
Front Desk	: How will you be paying?
Traveler	: Is Visa OK?
Front Desk	: That'll be fine. So the total is US\$ 120 including the tax. Would you like a wake-up call?
Traveler	: Yes, I'd like a wake-up call for 6:30. Do you have a gym?
Front desk	: Here's your Visa card, your key and your breakfast vouchers. That room 405 is on the fourth floor.
Traveler	: Would you have someone bring my luggage to my room?
Front desk	: Sure, I will have the bellboy bring your luggage sir.
Traveler	: Thank you!
Front desk	: My pleasure. Have a great time, sir!

## TASK 7

Work in pairs and study the following explanation!

From the dialogue above, you can see some expressions in bold. Those expressions are **asking for** and **offering help**. In the table below, you can see some other expressions of asking for and offering help.

Asking for Help	Offering Help
Would you do me a favor?	Would you like some help?
Would you mind giving me a hand?	May I help you?
Could you give me a hand?	What can I do for you?

I need some assistance, please!	Can I help you?
Can you help me?	Do you need some help?

In the previous tasks and also in the expressions above, you find a lot of words **would, could, will, can, and may**. They are called **modal verbs**. The common pattern of a sentence using a modal verb is

S – Modal – V1

If you want to make a question using modal verbs, you just need to use the modal verbs as the auxiliary.

Example:

- I can help you bring the bag (statement)
- Can you help me bring the bag? (question)
- I would like to have someone clean my room (statement)
- Would you like to have someone clean your room? (question)

## TASK 8

Classify the expressions of asking for and offering help above based on the level of politeness starting from the most polite!

## TASK 9

Decide whether the sentences below are true or false. Provide the correct forms if the sentence is false. No. 1 has been done for you as an example!

Sentences	T/F	Corrections
1. Would you mind do me a favor?	F	Would you mind <i>doing</i> me a favor?
2. Can you help bringing my luggage?		
3. Would you please hold my key for a		

second?	
4. Can you please opening the door?	
5. Could I help with the bag?	

## TASK 10

Study the reservation form below and answer the following questions!

  
**GRAND PARK**  
CITY HALL  
Grand Park City Hall: 10 Coleman Street, Singapore 179809  
Phone : 65 63363466 www.parkhotelgroup.com

**HOTEL RESERVATION FORM**

No: VH467599

**Personal Particulars**

Name (~~Pre-Booked~~ / Mr. / ~~Admission~~) Daniel Ocean Passport No. E767509

Designation \_\_\_\_\_ Organisation \_\_\_\_\_

Address Cupertino, CA 94043

Telephone \_\_\_\_\_ Fax \_\_\_\_\_ Email ocean.daniel@gmail.com (Compulsory)

Share Name \_\_\_\_\_ Passport No. \_\_\_\_\_

**Accommodation Details**

Arrival Date August 12th 2013 Flight No. EM141281 Arrival Time 02.00PM

Departure Date August 15th 2013 Flight No. EM141583 Departure Time 03.00PM

☒ Superior Rooms Single / ~~Twin~~ at \$5200.00++ per room per night (with internet access)

☐ Deluxe Rooms Single / Twin at \$5230.00++ per room per night (with internet access)

☐ Breakfast \$520.00++ per person per day

☐ Smoking ☒ Non-Smoking

Above room rates are subject to 10% service charge and 7% GST

Number of Rooms : 1

Method of Payment : Participants are responsible for settling their own bills directly with the hotel upon check-out.

Credit Card to Guarantee : ~~Amex~~ / ~~Visa~~ / Mastercard / ~~Others~~ / ~~Other~~ (Please select)

Credit Card Number : 768990546 Exp. Date : 2016

Signature \_\_\_\_\_ 3 Digit Security No. \_\_\_\_\_

**No-Show / Cancellation**

Any cancellations or amendments must be made before 4pm (local time) 1 day prior to the date of arrival. Otherwise a Cancellation fee/ No-show charge equivalent to the room rate for the first night will be levied. Standard check-in time is after 1400 hours and check-out time is at 1200 hours. Early check-in is subject to availability.

10 Coleman Street Singapore 179809 Tel: (65) 6336 3466 Fax: (65) 6739 8311  
Email: info.gmh@parkhotelgroup.com www.parkhotelgroup.com Co-Reg. No. 001110001

1. How long does Mr. Daniel Ocean stay in the Grand Park Hotel?
2. What city does Mr. Daniel Ocean come from?
3. What kind of room does Mr. Daniel Ocean stay in the Grand Park Hotel?
4. Including the tax, how much does Mr. Daniel Ocean have to pay in total?
5. If he arrives in Singapore at 7.00 AM, how long approximately does Mr. Daniel Ocean have to wait until he can normally enter his room?

## TASK 11

From the reservation form above, arrange the sentences below into a good dialogue!

- |                  |   |
|------------------|---|
| 1. Guest         | : Of course. Can I use my Visa card?  |
| 2. Receptionist  | : Let me check it first....It is Mr. Daniel Ocean from Cupertino, and your registration number is VH467599, is it?  |
| 3. Guest         | : 768990546   |
| 4. Receptionist  | : Good afternoon, The Grand Park Hotel. May I help you?   |
| 5. Guest         | : Yes, right.   |
| 6. Receptionist  | : Sure. What's your name, sir?  |
| 7. Guest         | : Yes, it is.   |
| 8. Receptionist  | : Sure, and the number, please.   |
| 9. Guest         | : No, thank you. Can somebody help bring my luggage?  |
| 10. Receptionist | : So, here is your key. Would you like to have a wake up call, sir?   |
| 11. Guest        | : Yes. I have booked a room for today.  |
| 12. Receptionist | : So, it is S\$ 702 including room service and tax. Do you want to pay in advance, sir?   |
| 13. Guest        | : Thank you very much.  |
| 14. Receptionist | : I'll repeat that: it is Mr. Daniel Ocean from Cupertino, check-in in a superior, single bed room for 3 night starting from August 12 <sup>th</sup> . The payment in advance using Mastercard 768990546. |
| 15. Receptionist | : My pleasure, sir. Have a great time.  |
| 16. Receptionist | : Yes, sir. I will have the room boy bring your luggage.  |
| 17. Guest        | : Daniel Ocean. It is O-C-E-A-N   |


### Did You Know?

One of The Strip's most photographed hotels, the Bellagio Las Vegas is a glass-and-marble homage to the Italian lakefront city of Bellagio. It opened in 1998 at a cost of \$1.6 billion and added a \$375 million Spa Tower in 2004

# TASK 12

Based on the information below, fill the reservation form below and make a dialogue of your own using at least 4 expressions of asking for and offering help!

Mr. Rusty Ryan is an American. He lives in 1600 Amphitheatre Pkwy, Mountain View, CA 94043 phone (650) 253-0000. He works in the Wayne Enterprise as the Chief Operational Manager and comes to Hong Kong in March 16<sup>th</sup> 2014 for a business purpose. He wants to stay in the Panorama Hotel for 7 nights in a non-smoking, single bed room with a view to the harbour. He plans to pay using his Mastercard with serial number 464699046 which is expired in 3 years from the moment he makes the reservation. He also wants to be picked up in the airport by the hotel and have a wake up call at 6.30 in the first morning.

		<b>WAYNE ENTERPRISE INTERNATIONAL BUSINESS CONFERENCE</b> Hong Kong, March 17th-21st 2014 <b>Reservation Order</b> Please return to: Ms Sara Mok, Assistant Sales Manager Hotel Panorama by Rhombus 8A Hart Avenue, Tsimshatsui, Kowloon, Hong Kong Phone: (852) 3550 0621 Fax: (852) 2311 5507 E-mail: sara_mok@rhombusinternational.com										
<b>BOOKING DETAILS:</b> Last Name (Mr/Mrs/Miss): _____ First Name: _____ Arrival Date: _____ Flight: _____ Time: _____ Departure Date: _____ Flight: _____ Time: _____												
<b>GUEST DETAILS:</b> Title: _____ Company: _____ Address: _____ State/Country: _____ Zip/Postal Code: _____ Telephone: _____ Fax: _____ Email: _____												
<b>PLEASE RESERVE:</b> (Please tick the appropriate box) <table border="0"> <tr> <td>_____ Superior Silver upgrade to Superior Gold (Harbour View) at</td> <td><input type="checkbox"/> Single</td> <td><input type="checkbox"/> Double</td> </tr> <tr> <td>_____ Superior Platinum (Harbour View with Rhombus Club privileges) at</td> <td><input type="checkbox"/> HK \$ 888 /</td> <td><input type="checkbox"/> HK \$988</td> </tr> <tr> <td></td> <td><input type="checkbox"/> HK \$1,488 /</td> <td><input type="checkbox"/> HK \$1,688</td> </tr> </table> Preference: <input type="checkbox"/> Smoking <input type="checkbox"/> Non-smoking Remarks: _____ <small>* Daily Buffet breakfast is included in the above room rates.          * Limousine and Shuttle Bus Services are available at HK\$550 per car per single journey and HK\$130 per seat one way respectively.          * Above rates are subject to a 10% service charge and 3% government tax per room per night.          * If the specific room type is full, we will reserve the next category of rooms available.</small>				_____ Superior Silver upgrade to Superior Gold (Harbour View) at	<input type="checkbox"/> Single	<input type="checkbox"/> Double	_____ Superior Platinum (Harbour View with Rhombus Club privileges) at	<input type="checkbox"/> HK \$ 888 /	<input type="checkbox"/> HK \$988		<input type="checkbox"/> HK \$1,488 /	<input type="checkbox"/> HK \$1,688
_____ Superior Silver upgrade to Superior Gold (Harbour View) at	<input type="checkbox"/> Single	<input type="checkbox"/> Double										
_____ Superior Platinum (Harbour View with Rhombus Club privileges) at	<input type="checkbox"/> HK \$ 888 /	<input type="checkbox"/> HK \$988										
	<input type="checkbox"/> HK \$1,488 /	<input type="checkbox"/> HK \$1,688										
<b>RESERVATIONS GUARANTEE:</b> Credit Card with expiry date is required at the time of booking. Credit Card details: <input type="checkbox"/> American Express <input type="checkbox"/> Diners Club <input type="checkbox"/> Mastercard <input type="checkbox"/> Visa <input type="checkbox"/> JCB Card Holder: _____ Expiry Date: _____ Card No: _____ Signature: _____												
<b>TERMS &amp; CONDITIONS:</b> <small>* All reservations are subject to hotel availability upon confirmation.          * Extension of stay will be subject to availability and at the prevailing rates.          * For guaranteed reservation, any amendment and cancellation can be made 48 hours prior 4p.m. to the date of arrival. Otherwise, one night room rental equivalent will be charged for any no show, late cancellation or amendment.          * Non-guaranteed reservation(s) will be released after Sunday, March 16th 2014, without further notice.          * Check-in time is after 2:00 pm. Check-out time is before 12:00 noon.</small>												
For hotel use: Confirmation number: _____		Confirmed by: _____ Date: _____										

## For Your Information!

Shaking hands was introduced to Fiji in the 19th century by way of Tonga, and quickly became the established custom. An affectionate handshake can be very long, and may even last throughout an entire conversation. - From the Lonely Planet South Pacific Phrasebook



## C. HOMEWORK

### TASK 13

Find a dialogue of hotel check-in process and analyze the expressions of asking for and offering help and write a dialogue of your own using the same expressions!

### TASK 14

In pairs, compose a dialogue of hotel check-in process and record the conversation!

## D. REFLECTION

Did you learn much from this unit? Put a tick (✓) mark on the box according to how much you have learned!

Aspects	Little	Much	Very Much
Vocabulary			
Grammar building			
Analysing texts (Reservation Form)			
Using the expressions of asking for and offering help in both spoken and written forms			

## E. SUMMARY

In this Unit, you have learned:

Asking for Help	Offering Help
Would you do me a favor?	Would you like some help?
Would you mind giving me a hand?	May I help you?
Could you give me a hand?	What can I do for you?
I need some assistance, please!	Can I help you?
Can you help me?	Do you need some help?

The pattern of modal verbs to compose expressions of asking for and offering help

**S – Modal – V1**

## UNIT 2

“Do you have any idea where the bus station is?”



In this unit, the learners will learn how to give directions in English. They are expected to learn the expressions of asking for and giving directions, as well as the related vocabularies. They will also learn how to read a map and practice how to give directions using the maps. The tasks in this unit will help them explore their knowledge, starting from the introductory tasks up to the very independent construction of the texts, both spoken and written.

## A. LEAD-IN

### TASK 1

Listen to the dialogue and answer the questions below!

1. What does the guest ask from the receptionist?
2. Is there any ATM machine in the hotel?
3. How long it takes to get to the ATM corner from the hotel?

### TASK 2

Match the pictures below with the names provided!



1.



2.



3.



4.



5.

Signpost   Crossroads   Sidewalk

T-junction   Roundabout   Traffic lights

## B. LESSON PROPER

### TASK 3

Write down the vocabularies pronounced by the teacher and find the meanings!

Words	Phonetic Transcription	Meanings
	/ə'krɒs/	
	/br'saɪd/	
	/br'twi:n/	
	/'krɒs.rəʊdz/	
	/left/	
	/nɪə r/	
	/'ɒp.ə.zɪt/	
	/raɪt/	
	/'saɪn.pəʊst/	
	/'tiː.dʒʌŋk.fə n/	
	/tɜːn/	

### TASK 4

Listen to the dialogue and decide whether the statements below are true or false. If it false, give the corrections!

Statements	T/F	Corrections
1. The tourist is looking for a bus station		
2. The tourist wants to go to Malioboro street by walking		
3. It takes approximately 5 minutes to go to the nearest bus station		
4. On the second crossroads, the tourist needs to turn left		
5. The bus station is located beside a petshop		

## TASK 5

Listen again to the dialogue and fill the blanks!

Tourist : Excuse me. Is there any (1)\_\_\_\_\_ transportation I can use to get to Malioboro street?  
 Pedestrian : Yes, there is a bus station (2)\_\_\_\_\_ here.  
 Tourist : Could you tell me how to get there?  
 Pedestrian : Go straight on this (3)\_\_\_\_\_. Take a right turn on the second crossroads. Follow the street until you find a T-junction. Turn left on the T-junction. The bus station is (4)\_\_\_\_\_ a petshop.  
 Tourist : How long it (5)\_\_\_\_\_ to get there?  
 Pedestrian : approximately 10 minutes.  
 Tourist : Thank you very much!  
 Pedestrian : You're welcome!

## TASK 6

In pairs, perform the dialogue below in front of the class!

Pedestrian : Excuse me, sir. Do you get lost?  
 Tourist : I think yes. This map doesn't help much.  
 Pedestrian : Where are you going actually, sir?  
 Tourist : I'm going to the Tugu station. Would you mind showing me how to get there?  
 Pedestrian : You are actually on the right track sir. Just go straight this street until you find a T-junction. Turn left on the T-junction. Go pass a convenience store. Turn left on the second cross roads. The Tugu station is right on your right side.  
 Tourist : How long it takes to get there? I need to catch a train actually.  
 Pedestrian : Don't worry. It takes less than 15 minutes from here.  
 Tourist : Thank you very much!  
 Pedestrian : You're welcome!

### For Your Information!

In Japanese baths, called onsen, always wash first before entering the water. The water is considered fouled if someone does not do this, kind of like the American equivalent of peeing in a pool. Also, use a wash cloth to cover your private bits and pieces. - From the Lonely Planet Japan travel guide

## TASK 7

Study the explanation below and try to pronounce the expressions in the table aloud!

In the previous tasks, you must have heard so many expressions such as *go straight, go along, follow, turn right, etc.* Those expressions are used to *give directions*. In this task you will study some expressions of *asking for* and *giving directions*. Study the examples of the expressions of asking for and giving directions in the table below and then pronounce them aloud!

Asking for Directions	Giving Directions
Would you mind showing me...?	Go straight <i>this street/this way</i>
Could you tell me how to get to...?	Go along <i>this street/this way</i>
Do you know where...is?	Go pass <i>the market/petshop etc</i>
Can you tell me where...is?	Take a <i>left/right</i> turn
Do you have any idea how to get to...?	Turn <i>left/right</i>

Besides the expressions above, another important point in asking for and giving direction is the **prepositions of place**. It involves **in**, **on**, and **at**. Below are the explanation of each preposition and some examples of the use.

"in" is for an enclosed space or a place which has volume or area  
 "on" is for a place which is seen as a surface or a line  
 "at" is for a place when the exact position is not very important

Examples

In	on	At
In Sesame street	On your left	At the end of the road
In a room	On the floor	At the crossroads
In your pocket	On your mind	At the corner

## TASK 8

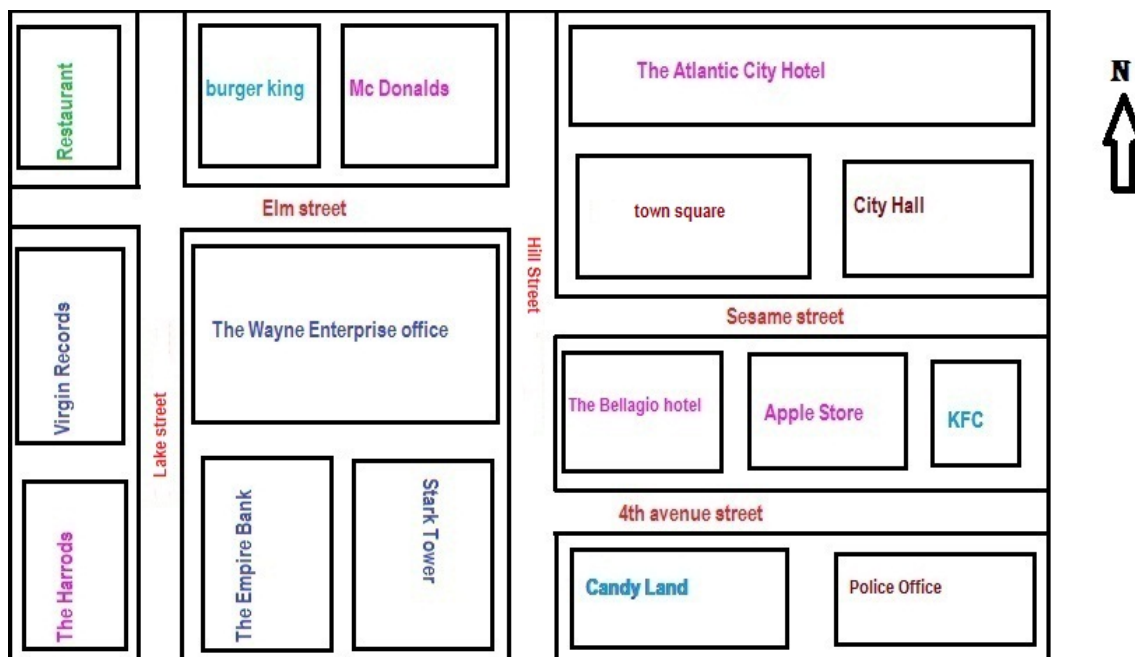
Arrange the jumbled sentences below into correct ones. Use correct punctuation!

- How to-could-post office-the-you-me-the-get to-tell
- Where-know-you-do-market-is-the
- Is-where-station-tell-bus-you-can-me-the

4. Me-drugstore-mind-you-would-where-showing-the-is
5. How to-idea-do-have-get to-airport-any-you-the

## TASK 9

Study the map below and decide whether the statements below are true or false and give correction if it is false!

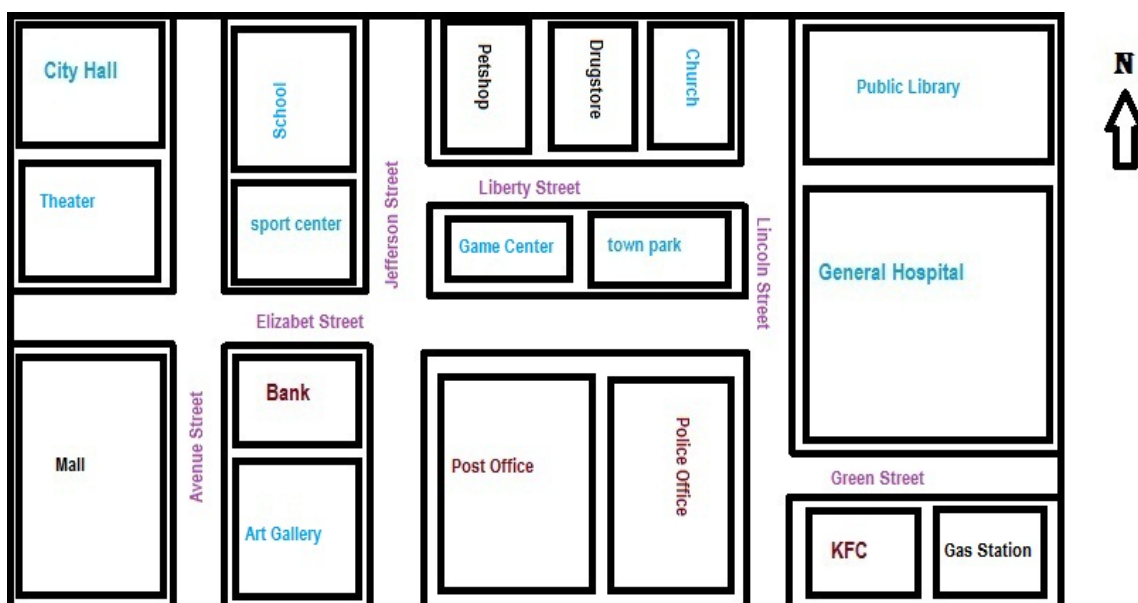


Statements	T/F	Corrections
1. The Apple Store is located between The Bellagio Hotel and KFC		
2. Burger King is located in The Sesame street		
3. Town Park and City Hall are located in the same street		
4. Virgin Record is located next to Restaurant		
5. Police office is located across Apple Store and KFC		
6. The Empire Bank is located across The Harrods		
7. McDonalds is located next to The Wayne Enterprise		



# TASK 10

Using the map, complete the sentences below!



1. KFC is \_\_\_\_\_ in the Green Street.
2. The public library is located \_\_\_\_\_ the general hospital.
3. The drugstore is \_\_\_\_\_ the church and the pet shop.
4. The bank and the art gallery is located \_\_\_\_\_ the mall.
5. Go along the Lincoln Street and take a left turn at the second T-junction. The \_\_\_\_\_ is the first building on your right.
6. Go pass the second T-junction the Lincoln Street. You will find the \_\_\_\_\_ on your left.
7. Go straight on the Avenue Street. Turn right at the first crossroads. \_\_\_\_\_ is on your left.
8. Go straight on the Jefferson Street. Turn left at the first crossroads. Turn right at the next crossroads. The \_\_\_\_\_ is opposite School.

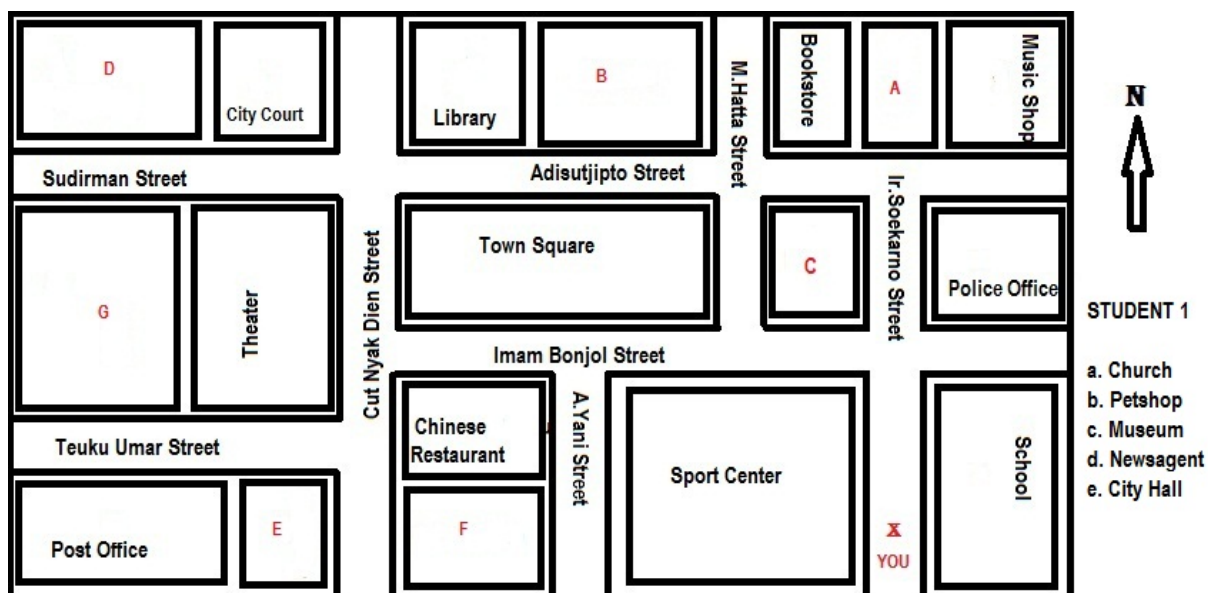
## Did you know?

The Palmer House was the first hotel in Chicago to install electric lights and telephones in its guest rooms (in 1880 for the Republican National Convention)  
- From FODOR'S TRAVEL

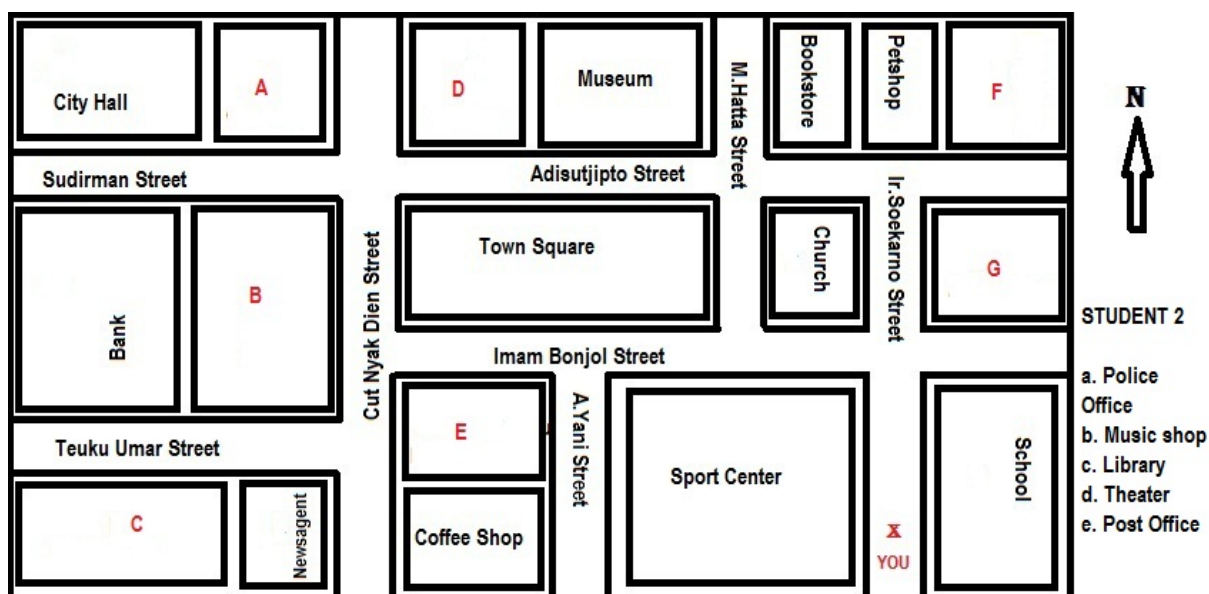
# TASK 11

In pairs, use the expressions of asking for and giving directions to find the places below and perform it in front of the class!

a. Student 1



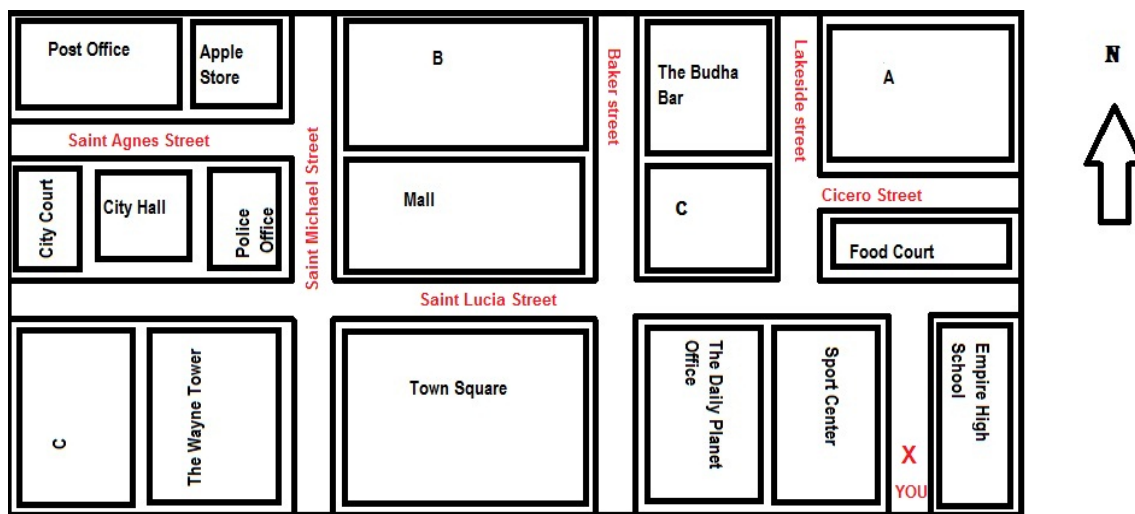
b. Student 2



## C. HOMEWORK

### TASK 12

Based on the map below, compose a dialogue containing expressions of asking for and giving directions using the information provided!



1. The Theater is located next to The Buddha Bar and across The Daily Planet office.
2. The Hilton hotel is located opposite Apple Store and next to Mall
3. The Aquadome is located across The Buddha Bar and opposite Food Court.

### TASK 13

In pairs, draw your own map and compose a dialogue containing expressions of asking for and giving directions and record your performance!

## D. REFLECTION

Did you learn much from this unit? Put a tick mark (✓) on the box according to how much you have learned!

Aspects	Little	Much	Very Much
Vocabulary			
Grammar building			
Analysing texts (Maps)			
Using the expressions of asking for and giving directions in both spoken and written forms			

## E. SUMMARY

In this unit, you have learned:

Asking for Directions	Giving Directions
Would you mind showing me...?	Go straight <b>this street/this way</b>
Could you tell me how to get to...?	Go along <b>this street/this way</b>
Do you know where...is?	Go pass <b>the market/petshop etc</b>
Can you tell me where...is?	Take a <b>left/right</b> turn
Do you have any idea how to get to...?	Turn <b>left/right</b>

Using prepositions of place to compose expressions of asking for and giving directions

"in" is for an enclosed space or a place which has volume or area  
 "on" is for a place which is seen as a surface or a line  
 "at" is for a place when the exact position is not very important

## Unit 3

**“I suggest you to visit Prambanan Temple, sir!”**



In this unit, the learners will learn about asking for and giving suggestions. This unit provides some examples of dialogues containing expressions of asking for and giving suggestions. The learners will also learn to read a tourism brochure and to give suggestions based on a certain information contained in the brochure.

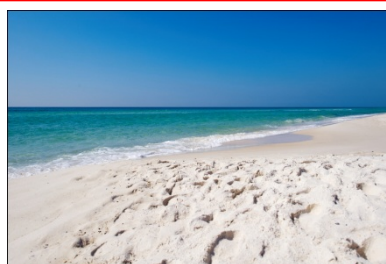
## A. LEAD-IN

### TASK 1

Match pictures with names below!



1.



2.



3.



4.



5.

Temple	Chinatown	Zoo
	Carnival	Beach
Cave	Amusement Park	Mall



## TASK 2

Complete the paragraph below using the vocabularies provided!



Arguably, Borobudur is the most famous Buddhist (1)\_\_\_\_\_ in Indonesia. Located in Magelang, Borobudur offers a wonderful structure, as well as a beautiful view of its surroundings. UNESCO enlists Bodobudur as one of the world's heritage sites that needs to be preserved.

Borobudur was built by King Samaratunga, one of the kings of Old Mataram Kingdom, the descendant of Sailendra dynasty. Based on Kayumwungan inscription, an Indonesian named Hudaya Kandahjaya revealed that Borobudur was a place for praying that was completed to be built on 26 May 824, almost one hundred years from the time the construction was begun. The name of Borobudur, as some people say, means a mountain having (2)\_\_\_\_\_ (*budhara*), while other says that Borobudur means monastery on the high place.

Borobudur is constructed as a ten-terraces (3)\_\_\_\_\_. The height before being renovated was 42 meters and 34.5 meters after the renovation because the lowest level was used as supporting base. The first six terraces are in square form, two upper terraces are in circular form, and on top of them is the terrace where Buddha (4)\_\_\_\_\_ is located facing westward. Each terrace symbolizes the stage of human life. In line with of Buddha Mahayana, anyone who intends to reach the level of Buddha's must go through each of those life stages.

Each terrace has beautiful (5)\_\_\_\_\_ panels showing how skillful the sculptors were. In order to understand the sequence of the stories on the relief panels, you have to walk clockwise from the entrance of the temple. The relief panels tell the legendary story of Ramayana. Besides, there are relief panels describing the condition of the society by that time; for example, relief of farmers' activity reflecting the advance of agriculture system and relief of sailing boat representing the advance of navigation in Bergotta (Semarang).

Statue   Temple   Place   Monument   Relief   View   Terraces   Building

## A. LESSON PROPER

### TASK 3

Write down the vocabularies pronounced by the teacher and compose sentences using those vocabularies!

Words	Phonetic Trasncription	Examples
Attraction	/ə'træk.ʃ ə n/	
Amusement Park	/ə'mju:z.mənt,pɑ:k/	
City Tour	/'sɪt.i.tʊə r/	
Downtown	/,daʊn'taʊn/	
Excursion	/ɪk'skɜ:.ʃ ə n/	
High-season	/haɪ /'si:.z ə n/	
Heritage	/'her.ɪ.tɪdʒ/	
Off-peak	/,ɒf'pi:k/	
Outdoor	/'aʊt,dɔ: r/	
Visitor	/'vɪz.ɪ.tə r/	

### TASK 4

Listen to the dialogue and answer the questions below!

1. What kind of place is the guest interested in?
2. What is the first place the receptionist suggests to the guest?
3. Does the guest agree with the receptionist first suggestion? Why?
4. What makes Bodobudur worth to visit?



5. How long does it take from the hotel to Borobudur?

## TASK 5

Listen again to the dialogue and decide whether the statements in the table are true or false!

Statements	T/F
1. The guest is looking for an outdoor attraction.	
2. The guest has never visited Pambanan temple before.	
3. Borobudur temple is a Hindi temple	
4. Borobudur has an amazing structure and beautiful surroundings	
5. The receptionist suggests the guest to use a train to get to Borobudur temple.	
6. KompakTour is not famous in the city	

## TASK 6

In pairs, perform the dialogue below in front of the class!

Guest1	: Good morning Lucius! How are you doing?
Guest2	: Good morning Bruce! I'm fine. How about you?
Guest1	: I'm fine, thanks.
Guest2	: How's your business trip, Bruce?
Guest1	: It is over now, Lucius. I still have 2 days in this city before going back home.
Guest2	: That's nice. Do you have any idea what you will do in those two days?
Guest1	: Not yet. Do you have any suggestions where I should visit before going back home?
Guest2	: Of course. I recommend you to visit the downtown. You can buy some unique stuffs there.
Guest1	: Sounds great. But first I want to go to a beach. I heard that this city had some awesome beaches. Do you have any idea what beach I should visit? I need a quite beach where there's only a few visitors.
Guest2	: A quite beach? Let me think first...I think you better visit Dreamland beach. It takes about 1 hour by a car from here.
Guest1	: Thanks, I think I need to get prepared. Do you want to come along, Lucius?
Guest2	: Sure. That would be great.

## TASK 7

Study the expressions below and list them based on the level of politeness!

if you pay attention to the previous tasks, you will find some expressions used for several times. You can find some expressions such as *do you have any suggestion, can you suggest me* etc. Those expressions are commonly used to *ask for suggestions*. While expression like *you should, it'd be better to, etc* are used to *give suggestions*. Here are some expressions of asking for and giving direction commonly used by English speakers. Pay attention to them and then list them based on the level of politeness!

Asking for Suggestions	Giving Suggestions
Do you have any ideas for me? Do you have any suggestions for me? What do you think of? Would you mind giving me your suggestion? Can you tell me where I should go? Can you suggest me?	You should + V1 It would be better if you + V1 You ought to +V1 I suggest you to +V1 I recommend you to +V1

In giving suggestions, especially about places it is important to know what those places look like. You have to be able to describe it, so the people who ask for suggestions will understand. In describing something, the pattern commonly used is **simple present** tense with the formula as follows:

**S – V1 / to be1**

Examples:

Borobudur has a wonderful structure  
 Prambanan is a beautiful temple  
 It takes about 30 minutes to go there

### For Your Information!

In Japanese baths, called *onsen*, always wash first before entering the water. The water is considered fouled if someone does not do this, kind of like the American equivalent of peeing in a pool. Also, use a wash cloth to cover your private bits and pieces. - From the Lonely Planet Japan travel guide

## TASK 8

Arranged jumbled sentences below into correct ones and practice saying them in front of the class!

1. Any – you – to do – tonight – what – have – do – idea
2. A – place – lunch – to have – you – suggest – can – me – nice
3. Mind – me – suggestion – a – beautiful – in – giving – this – you – your – would – about – beach – city
4. Street – should – Malioboro – go to – you
5. Better – if – it – at – café – you – dinner – dixie – have – be – would
6. To go – temple – visit – suggest – you – I – Prambanan

## TASK 9

Compose a possible dialogue containing expressions of asking for and giving suggestions based on the information below!

Mr. Harvey Dent is a lawyer from America. He is on a holiday to Jogjakarta for 4 days with his family. He stays in a family room in the Royal Ambarrukmo hotel. On the second day in Jogja, he asks the receptionist of the hotel where to go. He wants to visit a temple. The receptionist suggests Borobudur temple but after knowing that it is too far Mr. Dent wants a closer one. In the other hand, his children and his wife want to visit an outdoor attraction like cave tubing. Finally, Mr. Dent gives up and go cave tubing with them.

### Did you know?

The Waldorf-Astoria hotel in New York was the first hotel in the world to offer room service—and the Waldorf Salad (apples, celery, walnuts, and mayonnaise) was created here- From FODOR'S TRAVEL

## TASK 10

Read the text below and answer the following questions!

**Sri Venkateswara Sanctuary**  
Spread over 500 acres, this wildlife sanctuary and national park has many species of flora and fauna, and serves as an ideal leisure spot.

**Chandragiri**  
Chandragiri, situated on the banks of the Swarnamukhi river in Chittoor district, was the last capital of the Vijayanagar kings. The Vijayanagar Empire contributed vastly to the enrichment of Telugu culture, art and literature. The Chandragiri Fort, along with its grand palaces Raja Mahal and the Rani Mahal, have been given a facelift. Situated atop a huge rock that stands 56 meters tall, the fort is 12 km from the temple town of Tirupati.

AP Tourism has got up a sound & light show at Chandragiri, capturing the bygone glory of the Vijayanagar Empire.



**Kanipakkam**  
The allure of this 11<sup>th</sup> century Virupaksha temple is that its main idol is believed to be growing in size so much so that a 'kavacham' (breastplate) made for the idol half a century ago has since become too small for it now.

Kanipakkam is about 70 km from Tirupati and 12 km from Chittoor.

**Srikalahasti**  
This temple of Lord Siva in the form of a 'Vayulinga' lies 36 km from Tirupati. Legend has it that Sri, a spider, spun a web over the Linga; Kala,



a snake, placed a gem atop it, while Hasti, an elephant, brought water in its trunk to wash the Linga. All the three were ardent worshippers of Siva.

The flame (Deepam) in the temple flickers constantly as air (Vayu) is said to be constantly emanating from the Sivalinga.

**Nature's glory**  
Chittoor District is endowed with rich flora and fauna as well as a number of waterfalls, including two perennial ones. The Talakona waterfall is located in the picturesque Nagari valley, while the Kailasanathakona waterfall is on the threshold of the Seven Hills. The water at Kailasanathakona is said to contain minerals that have curative properties. Local transport is available to these places. APTDC runs Haritha hotels at both the places.

**Horsley Hills**  
Horsley Hills comprise one of the best hill resorts of Andhra Pradesh. The hill station -- named after a British Collector of Cuddapah who had discovered the beauty of the area and made it his summer resort -- is 1,265 meters above sea level. It is situated 140 km from Tirupati and is almost the same distance from Bangalore.

Next to it is the famous Rishi Valley, which is home to a well known public school. The weather is cool and pleasant through the year. APTDC runs Haritha hill resort, which has an attached bar & restaurant, along with conference facility.

**Reach:**  
Air: Indian Airlines operates Hyderabad-Tirupati-Hyderabad flights on Thursdays and Saturdays.  
Rail: Tirupati is connected to all major cities of India.  
Road: Tirupati is well connected to Bengaluru, Chennai, Chittoor, Hyderabad and Vijayawada.  
For local transport, tourists can take temple buses and RTC buses. Taxis and rickshaws are also available.  
**Stay:**  
Many star hotels, lodges, guest houses and choultries are available both at Tirupati and Tirumala.



1. What is the text above about?
2. What is the purpose of the text above?
3. What can the visitors see in the Sri Venkateswara Sanctuary?
4. How is the weather in the Rishi Valley?
5. How can the visitors go Tirupati?

## TASK 11

Based on the text above, decide whether the statements below are true or false! If it is false, give corrections!

Statements	T/F	Reasons
1. Chandragiri was the last capital of the Vijayanagar empire.		

2. Srikalahasti is a temple dedicated to lord Vishnu.		
3. Horsley Hill was named after a British collector.		
4. It is possible to fly from Hyderabad to Tirupati on Monday.		
5. For the local transportation, visitors can use buses, taxis, and rickshaw.		

## TASK 12

Pay attention to the brochure and the information below then compose a conversation in pairs and perform it in front of the class!



welcome  
to  
JOGJA

**BOROBUDUR**  
Located near Magelang, Borobudur is the biggest as well as the most well-known buddhist temple in Indonesia. It was built in the 9th century by Syailendra Dynasty. It offers magnificent architecture with 2,672 relief panels and 504 Buddha statues. Borobudur is a destination which is able to attract global stars such as the football superstar David Beckham and Richard Gere, one of the world's most famous actor.

**KERATON YOGYAKARTA**  
Keraton Yogyakarta is one of the places tourists must see when visiting in Yogyakarta. Keraton means Palace in English. It is the place where the King or Sultan of Yogyakarta resides. There are many things visitors can see in Keraton, from the unique architectures, servants wearing traditional outfits doing their daily jobs, to art performances

**PRAMBANAN**  
While Borobudur is a buddhist, Prambanan is a Hindu Temple located in Kalasan village, around 15 kilometers from the centre of Yogyakarta. It is a complex of temples with the main Prambanan Temple as its centre. Prambanan Temple is often visited by many tourists both local and international on weekends, as well as holiday seasons. It is also well-known for the Ramayana Ballet, a dance performance showing the tale of Rama and Shinta. It is held several times in a month in the main complex of Prambanan Temple.

**TAMAN SARI**  
Taman Sari, or usually called Taman Sari Water Castle is a site of a former royal garden of The Sultanate of Yogyakarta. Located around 2 kilometers south within the ground of Keraton Yogyakarta, it had multiple functions in the past such as a resting area, a workshop, a defense area, and a hiding place. It consists of four areas: a large artificial lake in the west, a bathing complex in the centre, a complex of pavilions and pools in the south and a smaller lake in the east.

**INDRAYANTI BEACH**  
Indrayanti Beach is located in Gunung Kidul district and along with Pindul Cave become the hottest tourism destinations in Yogyakarta now. It offers beautiful view with white sand, waves, and rock cliffs, as well as some restaurants serving coconut drinks and seafood. Tourists can also stay overnight in Indrayanti Beach since there are many gazebos with reasonable price for rent.

**GUA PINDUL**  
Gua Pindul (Pindul Cave) is one of the hottest tourism places in Yogyakarta. Located in Gunung Kidul district, around 50 kilometers from the centre of Yogyakarta, it offers beautiful view and cave tubing activities.

**MALIOBORO**  
Malioboro is the name of the most famous as well as the major shopping street in Yogyakarta. Located near other tourism spots like Keraton, Taman Sari, and Alun-Alun, this street is visited by thousand visitors everyday, especially on the weekend. There are many street cafes serving local cuisines like Gudeg, stalls selling various goods and merchandise, hotels and shopping centres along Malioboro Street.

**EMERGENCY CALL NUMBERS:**

POLICE : 110  
 EMERGENCY CALL : 112  
 AMBULANCE : 118  
 SEARCH AND RESCUE : (0274) 587559  
 FIRE-FIGHTERS : 113  
 RED CROSS : (0274) 372176

Mr. Jim Gordon, a French businessman comes to Jogjakarta for business purposes. He stays in the Hyatt hotel for 5 nights. On the last day in Jogja, he wants to visit a tourism attraction in Jogja. He asks the reception staff of the hotel where to visit with some conditions as follow:

1. His hotel is located at the center of Jogjakarta
2. He wants to visit either a cultural attraction or a beach
3. If it is a beach, he wants one which takes less than three hour
4. If it is a cultural attraction, he does not want to go to a temple
5. He wants to go by either chartered car or bus, and if possible with a tour organizer

## C. HOMEWORK

### TASK 13

Find information of a tourism place or event from the internet and compose a dialogue involving at least 4 expressions of asking for and giving suggestions using the information!

## D. REFLECTION

Did you learn much from this unit? Put a tick mark (✓) on the box according to how much you have learned!

Aspects	Little	Much	Very Much
Vocabulary			
Grammar building			
Analyzing texts (tourism posters)			
Using the expressions of asking for and giving suggestions in both spoken and written forms			

## E. SUMMARY

In this unit, you have learned:

Asking for Suggestions	Giving Suggestions
Do you have any ideas for me? Do you have any suggestions for me? What do you think of? Would you mind giving me your suggestion? Can you tell me where I should go? Can you suggest me?	You should + V1 It would be better if you + V1 You ought to +V1 I suggest you to +V1 I recommend you to +V1

In giving suggestion, one of the important aspect to consider is to give clear description to the people asking you for suggestion. The common term to describe things, places, etc is:

**S – V1 / to be1**

APPENDIX F

Expert Judgement Questionnaire



## LEMBAR EVALUASI MATERI BAHASA INGGRIS

(Untuk Ahli Materi)

Kuesioner ini merupakan instrumen penilaian terhadap materi pembelajaran bahasa Inggris untuk karyawan bagian penerima tamu di Hotel Vidi Yogyakarta (English for Reception Staff of Hotel Vidi Yogyakarta). Saya sangat mengharapkan kesudian dan partisipasi Bapak/Ibu untuk mengisi kuesioner ini sebagai media evaluasi dan masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasinya, saya ucapkan terima kasih.

Diharapkan kepada Bapak/Ibu untuk memberikan tanda centang (✓) pada salah satu kolom SS, S, TS, TT, STS pada tiap pertanyaan yang ada pada tabel. Diharapkan juga untuk memberikan saran perbaikan pada ruang yang telah disediakan.

Keterangan:

SS	= Sangat Setuju	TS	= Tidak Setuju
S	= Setuju	STS	= Sangat Tidak Setuju

### UNIT 3: I SUGGEST YOU TO VISIT PRAMBANAN TEMPLE, SIR!

#### I. KOMPONEN KELAYAKAN ISI

##### A. Kesesuaian Materi

No	Butir	SS	S	TT	TS	STS
1	Materi yang dikembangkan sesuai dengan tujuan pembelajaran					
2	Materi yang dikembangkan sesuai dengan kebutuhan Bahasa Inggris untuk karyawan bagian penerimaan tamu Hotel					
Saran Perbaikan:						

##### B. Kedalaman Materi

No	Butir	SS	S	TT	TS	STS
3	Materi yang dikembangkan mengeksplorasi cukup banyak teks yang relevan dengan kehidupan sehari-					

	hari peserta didik					
4	Materi yang dikembangkan menguraikan teks secara rinci					
5	Secara umum materi memberikan penjelasan mengenai unsur, struktur, makna dan fitur linguistik secara jelas					
Saran Perbaikan:						

### C. Keakuratan Materi

No	Butir	SS	S	TT	TS	STS
6	Materi mengajarkan siswa mengenai ungkapan-ungkapan yang digunakan untuk meminta dan menawarkan bantuan ( <i>asking for and giving help</i> ), meminta dan menunjukan arah ( <i>asking for and giving direction</i> ) dan meminta dan memberi saran ( <i>asking for and giving suggestions</i> ) dalam konteks perhotelan					
7	Teks-teks yang diberikan di dalam materi dapat membantu siswa dalam memahami bagian-bagian <i>hotel reservation form</i> , <i>map</i> , dan <i>tourism brochure</i>					
8	Materi mengajarkan siswa menggunakan <i>modal verb</i> , <i>preposition of place</i> , dan <i>simple present tense</i> secara benar					
9	Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber yang relevan dengan topik yang dibahas					
Saran Perbaikan:						

### D. Kemutakhiran Materi

No	Butir	SS	S	TT	TS	STS
10	Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber terbaru tentang topik yang dibahas					
Saran Perbaikan:						

## II. KELAYAKAN BAHASA

### A. Kesesuaian Dengan Tingkat Perkembangan Peserta Didik

No	Butir	SS	S	TT	TS	STS
1	Bahasa yang digunakan dalam instruksi sesuai					



### III. KOMPONEN KELAYAKAN PENYAJIAN

#### A. Teknik Penyajian

No	Butir	SS	S	TT	TS	STS
1	Materi yang dikembangkan menyajikan bagian pembuka, kegiatan inti, evaluasi, refleksi dan rangkuman secara konsisten pada setiap bab/unit					
2	Tugas-tugas disajikan secara seimbang pada setiap unit/bab					
3	Dalam bab/unit ini, tugas-tugas disusun/diurutkan berdasarkan kaidah-kaidah dalam pengembangan materi					
4	Bentuk penugasan dalam unit ini disajikan secara beragam					
Saran Perbaikan:						

#### B. Penyajian Pembelajaran

No	Butir	SS	S	TT	TS	STS
5	Penyajian tugas-tugas dalam materi yang dikembangkan mendorong terjadinya interaksi dalam bahasa Inggris					
6	Tugas-tugas yang diberikan dalam unit ini mendorong siswa untuk berpartisipasi aktif di kelas					
7	Penyajian materi dan tugas mendorong peserta didik dalam proses belajar mandiri					
8	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar Bahasa Inggris					
Saran Perbaikan:						

### IV. KEGRAFIKAN

#### A. Tata Letak Isi

No	Butir	SS	S	TT	TS	STS
1	Penempatan unsur tata letak (judul, kata pengantar, ilustrasi, dll) pada setiap awal bab konsisten					
2	Penempatan unsur tata letak pada setiap halaman mengikuti pola konsisten					
3	Susunan teks pada akhir paragraf terpisah dengan jelas					

Saran Perbaikan:

## B. Ilustrasi Isi

No	Butir	SS	S	TT	TS	STS
4	Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan					
5	Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud					
6	Secara umum ilustrasi ditampilkan secara serasi dengan topik pembahasan					

Saran Perbaikan:

### C. Tipografi Materi

No	Butir	SS	S	TT	TS	STS
7	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf ( <i>font</i> )					
8	Materi menggunakan jenis huruf yang mudah dibaca					
9	Materi menggunakan variasi huruf ( <i>bold, italic, capital</i> ) untuk membedakan jenjang dan memberikan tekanan pada susunan teks yang dianggap penting					

### Saran Perbaikan:

## LEMBAR EVALUASI MATERI BAHASA INGGRIS

(Untuk Ahli Materi)

Kuesioner ini merupakan instrumen penilaian terhadap materi pembelajaran bahasa Inggris untuk karyawan bagian penerima tamu di Hotel Vidi Yogyakarta (English for Reception Staff of Hotel Vidi Yogyakarta). Saya sangat mengharapkan kesudian dan partisipasi Bapak/Ibu untuk mengisi kuesioner ini sebagai media evaluasi dan masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasinya, saya ucapkan terima kasih.

Diharapkan kepada Bapak/Ibu untuk memberikan tanda centang (√) pada salah satu kolom SS, S, TS, TT, STS pada tiap pertanyaan yang ada pada tabel. Diharapkan juga untuk memberikan saran perbaikan pada ruang yang telah disediakan.

Keterangan:

SS	= Sangat Setuju	TS	= Tidak Setuju
S	= Setuju	STS	= Sangat Tidak Setuju

### UNIT 2 : DO YOU HAVE ANY IDEA WHERE THE BUS STATION IS?

#### I. KOMPONEN KELAYAKAN ISI

##### A. Kesesuaian Materi

No	Butir	SS	S	TT	TS	STS
1	Materi yang dikembangkan sesuai dengan tujuan pembelajaran					
2	Materi yang dikembangkan sesuai dengan kebutuhan Bahasa Inggris untuk karyawan bagian penerimaan tamu Hotel					
Saran Perbaikan:						

##### B. Kedalaman Materi

No	Butir	SS	S	TT	TS	STS
3	Materi yang dikembangkan mengeksplorasi cukup banyak teks yang relevan dengan kehidupan sehari-					

	hari peserta didik					
4	Materi yang dikembangkan menguraikan teks secara rinci					
5	Secara umum materi memberikan penjelasan mengenai unsur, struktur, makna dan fitur linguistik secara jelas					
Saran Perbaikan:						

### C. Keakuratan Materi

No	Butir	SS	S	TT	TS	STS
6	Materi mengajarkan siswa mengenai ungkapan-ungkapan yang digunakan untuk meminta dan menawarkan bantuan ( <i>asking for and giving directions</i> ) dalam konteks perhotelan					
7	Teks-teks yang diberikan di dalam materi dapat membantu siswa dalam memahami bagian-bagian <i>maps</i>					
8	Materi mengajarkan siswa menggunakan <i>prepositions of place</i> secara benar					
9	Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber yang relevan dengan topik yang dibahas					
Saran Perbaikan:						

### D. Kemutakhiran Materi

No	Butir	SS	S	TT	TS	STS
10	Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber terbaru tentang topik yang dibahas					
Saran Perbaikan:						

## II. KELAYAKAN BAHASA

### A. Kesesuaian Dengan Tingkat Perkembangan Peserta Didik

No	Butir	SS	S	TT	TS	STS
1	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan kognitif peserta didik					
2	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik					

3	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik					
Saran Perbaikan:						

### B. Komunikatif

No	Butir	SS	S	TT	TS	STS
4	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami peserta didik					
Saran Perbaikan:						

### C. Akurasi

No	Butir	SS	S	TT	TS	STS
5	Bahasa yang digunakan sesuai dengan kaidah Bahasa Inggris yang benar					
Saran Perbaikan:						

### D. Keruntutan dan Kesatuan Gagasan

No	Butir	SS	S	TT	TS	STS
6	Materi yang disajikan dalam satu unit/aktivitas/kalimat mencerminkan keruntutan penyampaian makna					
7	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan					
Saran Perbaikan:						

## III. KOMPONEN KELAYAKAN PENYAJIAN

### A. Teknik Penyajian

No	Butir	SS	S	TT	TS	STS
1	Materi yang dikembangkan menyajikan bagian pembuka, kegiatan inti, evaluasi, refleksi dan rangkuman secara konsisten pada setiap bab/unit					



2	Tugas-tugas disajikan secara seimbang pada setiap unit/bab					
3	Dalam bab/unit ini, tugas-tugas disusun/diurutkan berdasarkan kaidah-kaidah dalam pengembangan materi					
4	Bentuk penugasan dalam unit ini disajikan secara beragam					
Saran Perbaikan:						

### B. Penyajian Pembelajaran

No	Butir	SS	S	TT	TS	STS
5	Penyajian tugas-tugas dalam materi yang dikembangkan mendorong terjadinya interaksi dalam bahasa Inggris					
6	Tugas-tugas yang diberikan dalam unit ini mendorong siswa untuk berpartisipasi aktif di kelas					
7	Penyajian materi dan tugas mendorong peserta didik dalam proses belajar mandiri					
8	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar Bahasa Inggris					
Saran Perbaikan:						

## IV. KEGRAFIKAN

### A. Tata Letak Isi

No	Butir	SS	S	TT	TS	STS
1	Penempatan unsur tata letak (judul, kata pengantar, ilustrasi, dll) pada setiap awal bab konsisten					
2	Penempatan unsur tata letak pada setiap halaman mengikuti pola konsisten					
3	Susunan teks pada akhir paragraf terpisah dengan jelas					
Saran Perbaikan:						

### B. Ilustrasi Isi

No	Butir	SS	S	TT	TS	STS
4	Ilustrasi yang diberikan mampu menambah					



## LEMBAR EVALUASI MATERI BAHASA INGGRIS

(Untuk Ahli Materi)

Kuesioner ini merupakan instrumen penilaian terhadap materi pembelajaran bahasa Inggris untuk karyawan bagian penerima tamu di Hotel Vidi Yogyakarta (English for Reception Staff of Hotel Vidi Yogyakarta). Saya sangat mengharapkan kesudian dan partisipasi Bapak/Ibu untuk mengisi kuesioner ini sebagai media evaluasi dan masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasinya, saya ucapkan terima kasih.

Diharapkan kepada Bapak/Ibu untuk memberikan tanda centang (✓) pada salah satu kolom SS, S, TS, TT, STS pada tiap pertanyaan yang ada pada tabel. Diharapkan juga untuk memberikan saran perbaikan pada ruang yang telah disediakan.

Keterangan:

SS	= Sangat Setuju	TS	= Tidak Setuju
S	= Setuju	STS	= Sangat Tidak Setuju

### UNIT 1 : GOOD MORNING! WELCOME TO THE GRAND PARK HOTEL!

#### I. KOMPONEN KELAYAKAN ISI

##### A. Kesesuaian Materi

No	Butir	SS	S	TT	TS	STS
1	Materi yang dikembangkan sesuai dengan tujuan pembelajaran					
2	Materi yang dikembangkan sesuai dengan kebutuhan Bahasa Inggris untuk karyawan bagian penerimaan tamu Hotel					
Saran Perbaikan:						

##### B. Kedalaman Materi

No	Butir	SS	S	TT	TS	STS
3	Materi yang dikembangkan mengeksplorasi cukup banyak teks yang relevan dengan kehidupan sehari-					

	hari peserta didik					
4	Materi yang dikembangkan menguraikan teks secara rinci					
5	Secara umum materi memberikan penjelasan mengenai unsur, struktur, makna dan fitur linguistik secara jelas					
Saran Perbaikan:						

### C. Keakuratan Materi

No	Butir	SS	S	TT	TS	STS
6	Materi mengajarkan siswa mengenai ungkapan-ungkapan yang digunakan untuk meminta dan menawarkan bantuan ( <i>asking for and offering help</i> ) dalam konteks perhotelan					
7	Teks-teks yang diberikan di dalam materi dapat membantu siswa dalam memahami bagian-bagian <i>hotel reservation form</i>					
8	Materi mengajarkan siswa menggunakan <i>modal verbs</i> secara benar					
9	Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber yang relevan dengan topik yang dibahas					
Saran Perbaikan:						

### D. Kemutakhiran Materi

No	Butir	SS	S	TT	TS	STS
10	Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber terbaru tentang topik yang dibahas					
Saran Perbaikan:						

## II. KELAYAKAN BAHASA

### A. Kesesuaian Dengan Tingkat Perkembangan Peserta Didik

No	Butir	SS	S	TT	TS	STS
1	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan kognitif peserta didik					
2	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik					

3	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik					
Saran Perbaikan:						

### B. Komunikatif

No	Butir	SS	S	TT	TS	STS
4	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami peserta didik					
Saran Perbaikan:						

### C. Akurasi

No	Butir	SS	S	TT	TS	STS
5	Bahasa yang digunakan sesuai dengan kaidah Bahasa Inggris yang benar					
Saran Perbaikan:						

### D. Keruntutan dan Kesatuan Gagasan

No	Butir	SS	S	TT	TS	STS
6	Materi yang disajikan dalam satu unit/aktivitas/kalimat mencerminkan keruntutan penyampaian makna					
7	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan					
Saran Perbaikan:						

## III. KOMPONEN KELAYAKAN PENYAJIAN

### A. Teknik Penyajian

No	Butir	SS	S	TT	TS	STS
1	Materi yang dikembangkan menyajikan bagian pembuka, kegiatan inti, evaluasi, refleksi dan rangkuman secara konsisten pada setiap bab/unit					

2	Tugas-tugas disajikan secara seimbang pada setiap unit/bab					
3	Dalam bab/unit ini, tugas-tugas disusun/diurutkan berdasarkan kaidah-kaidah dalam pengembangan materi					
4	Bentuk penugasan dalam unit ini disajikan secara beragam					
Saran Perbaikan:						

### B. Penyajian Pembelajaran

No	Butir	SS	S	TT	TS	STS
5	Penyajian tugas-tugas dalam materi yang dikembangkan mendorong terjadinya interaksi dalam bahasa Inggris					
6	Tugas-tugas yang diberikan dalam unit ini mendorong siswa untuk berpartisipasi aktif di kelas					
7	Penyajian materi dan tugas mendorong peserta didik dalam proses belajar mandiri					
8	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar Bahasa Inggris					
Saran Perbaikan:						

## IV. KEGRAFIKAN

### A. Tata Letak Isi

No	Butir	SS	S	TT	TS	STS
1	Penempatan unsur tata letak (judul, kata pengantar, ilustrasi, dll) pada setiap awal bab konsisten					
2	Penempatan unsur tata letak pada setiap halaman mengikuti pola konsisten					
3	Susunan teks pada akhir paragraf terpisah dengan jelas					
Saran Perbaikan:						

### B. Ilustrasi Isi

No	Butir	SS	S	TT	TS	STS
4	Ilustrasi yang diberikan mampu menambah					



## APPENDIX G

### Results of Expert Judgement Questionnaire of the First Draft of Materials



## I. The appropriateness of the content of the first draft of materials

### A. The relevancy of the content

No	Items	Mean	Category
1	The materials are appropriate to the learning goals	3.00	Neither agree nor disagree
2	The materials developed are appropriate to the needs of hotel reception staff	2.50	Disagree

### B. The depth of the content

No	Items	Mean	Category
3	The materials explore many texts which are relevant to the learners' daily lives	2.75	Neither agree nor disagree
4	The materials elaborate the input texts in details	3.00	Neither agree nor disagree
5	The materials generally provide clear explanations about linguistic features and meaning structures	2.50	Disagree

### C. The accuracy of the content

No	Items	Mean	Category
6	The materials provide the explanation about the expressions used in <i>asking for and giving help, asking for and giving direction, asking for and giving suggestions</i> in hotel and hospitality contexts	2.50	Disagree
7	The texts given in the materials help the learners to understand the parts of <i>hotel reservation form, map, and tourism brochure</i>	3.00	Neither agree nor disagree
8	The materials provide the explanation about how to use <i>modal verb, preposition of place, and simple present tense</i> correctly	3.00	Neither agree nor disagree
9	The inputs (texts, tables, pictures, supplements, etc) of the materials were taken from sources relevant to the topic	2.50	Disagree
10	The inputs (texts, tables, pictures, supplements, etc) of the materials were	2.50	Disagree

	taken from the updated sources and relevant to the topic		
--	--	--	--

## II. The appropriateness of the language of the first draft of materials

### A. The appropriateness to the learners' language development

No	Items	Mean	Category
1	The language used in the instruction is appropriate to the learners' cognitive development	3.00	Neither agree nor disagree
2	The language used in the explanation is appropriate to the learners' cognitive development	4.00	Agree
3	The language used is appropriate to the learners' level of language proficiency	3.50	Agree

### B. The use of communicative language

No	Items	Mean	Category
4	The language used is presented clearly and understandable to the learners	4.00	Agree

### C. The accuracy of the language

No	Items	Mean	Category
5	The materials employ the correct and appropriate language use	3.50	Agree

### D. The sequencing and the unity of ideas

No	Items	Mean	Category
6	The materials presented in a unit design/task/sentence represent the sequence of conveying meanings and ideas	3.50	Agree
7	The texts presented in the materials represent the unity of ideas	3.50	Agree

### III. The appropriateness of materials presentation of the first draft of materials

#### A. The technique of presentation

No	Items	Mean	Category
1	The materials consists of the introduction, main activities, evaluation, reflection, and summary sections presented consistently in all units	4.50	Strongly Agree
2	The tasks are presented equally in every unit	4.00	Agree
3	This first draft of materials presents the tasks developed based on the principles of materials development	4.00	Agree
4	The types of activities/tasks are presented variously	4.50	Strongly Agree

#### B. Learning presentation

No	Items	Category	Mean
5	The presentation of tasks in the materials encourages learners' interactions in English	4.00	Agree
6	The tasks in the materials encourage the learners to participate actively in the classroom	4.00	Agree
7	The presentation of the tasks and materials encourages the learners to be autonomous learners	4.00	Agree
8	The materials encourage the learners to recognize their achievement as well as the weakness in learning English	3.50	Agree

### IV. The appropriateness of layout of the first draft of materials

#### A. The layout of the content

No	Items	Mean	Category
1	The placement of the elements of the materials, i.e titles, introductions, illustrations in the beginning of every unit is consistent	4.50	Strongly Agree
2	The placement of the elements in every page follows a consistent pattern	4.00	Agree
3	The structure of the texts in the materials in the materials shows a distinct separation	4.00	Agree

	in the end of paragraphs		
--	--------------------------	--	--

### **B. The illustration of the content**

No	Items	Mean	Category
4	The illustrations given in the materials are able to improve learners' understanding of the information	4.50	Strongly Agree
5	The illustrations have the proportional size so it provides the accurate image of the intended object	3.00	Neither agree or disagree
6	In general, the illustrations are suitable for the topic of the study	4.50	Strongly Agree

### **C. The typography of the content**

No	Items	Mean	Category
7	The materials do not use too many types of fonts ( <i>font</i> )	4.50	Strongly Agree
8	The materials use eligible fonts	4.00	Agree
9	The materials use the variation of letters ( <i>bold, italic, capital</i> ) to differentiate the levels and stress the important information in the text	3.50	Agree

APPENDIX H

The Second Draft of Materials

## UNIT 1

**“Good morning! Welcome to the Grand Park Hotel!”**



By learning this unit, the learners are expected to understand the basic terms of hotel and hospitality especially things related to hotel check-in. This unit covers several tasks which will guide the learners from very basic things up to independent construction of texts which include expressions of asking and offering help, hotel check-in procedures, and level of politeness. Provided with authentic materials, by the end of this unit, the learners are expected to perform the correct ways of dealing with guests in the real world.

## A. LEAD-IN

### TASK 1

Listen to the dialogue and answer the questions below.



1. What is the dialogue about?
2. What are the speakers in the dialogue?
3. What is the name of the hotel in the dialogue?
4. When is the check-in date of the guest in the recording?
5. How much does the room in the dialogue cost per night?

## B. LESSON PROPER

### TASK 2

Listen to the pronunciation and repeat after the teacher. Then find the meanings of the words below.

Words	Phonetic Transcriptions	Meanings
Adjoining (Rooms)	/ə' dʒɔɪ.nɪŋ/	
Bellboy	/'bel.bɔɪ /	
Book	/bʊk/	

Check-in	/ˈtʃek.ɪn/	
Check-out	/ˈtʃek.aʊt/	
Deposit	/dɪˈpɒzɪt/	
Front desk	/frʌnt, desk/	
Inn	/ɪn/	
King-size (bed)	/ˈkɪŋ.saɪz/	
Lobby	/ˈlɒb.i/	
Rate	/reɪt/	
Reservation	/ˌrezəˈveɪ.ʃən/	
Room service	/ru:m, ˈsɜː.vɪs/	
Valet	/ˈvæl.eɪ/	
Wake up call	/ˈweɪk.ʌp, kɔːl/	

## TASK 3

Listen to the dialogue and fill in the blanks.

Guest : Hi. I have a (1)\_\_\_\_\_ for tonight.  
 Receptionist : And your name?  
 Guest : It's Nelson. Charles Nelson.  
 Receptionist : Okay. Mr. Nelson. That's a room for five, and . . .  
 Guest : Excuse me? You mean a room for five dollars? I didn't know the special was so good.  
 Receptionist : No, no, no. According to our records, a room for five guests was (2)\_\_\_\_\_ under your name.  
 Guest : No. No. Hold on. There must be some (3)\_\_\_\_\_.  
 Receptionist : Okay. Let's check this again. Okay, Mr. Charles C. Nelson for tonight . . .



- Guest : Ah. There's the problem. My name is Charles Nelson, not Charles C. Nelson. [Uhh] You must have two (4)\_\_\_\_\_ under the name.
- Receptionist : Okay. Let me check this again. Oh. Okay. Here we are.
- Guest : Yeah.
- Receptionist : Charles Nelson. A room for one for the 19th . . .
- Guest : Wait, wait! It was for tonight. Not tomorrow night.
- Receptionist : Hum. Hum. I don't think we have any rooms for tonight. There's a (5)\_\_\_\_\_ going on in town, and uh, let's see. Yeah, no rooms.
- Guest : Ah come on! You must have something. Anything.
- Receptionist : Well. We do have some rooms under (6)\_\_\_\_\_ with just a roll-a-way bed. [U-hh] None of the normal (7)\_\_\_\_\_ like a TV or working shower or toilet.
- Guest : Ah man. Come on. There must be something else.
- Receptionist : Well. Let, let me check my computer here. Ah!
- Guest : What?
- Receptionist : There has been a (8)\_\_\_\_\_ for this evening. A honeymoon suite is now available.
- Guest : Great. I'll take it.
- Receptionist : But I'll have to charge you two hundred fifty dollars for the night.
- Guest : Ah. Man. I should get a discount for the (9)\_\_\_\_\_.
- Receptionist : Well. The best I can give you is a ten percent discount plus a ticket for a free continental breakfast.
- Guest : Hey. Isn't the breakfast free anyway?
- Receptionist : Well, only on weekends.
- Guest : I want to talk to the manager.
- Receptionist : Wait, wait, wait Mr. Nelson. I think I can give you an additional 15 percent(10)\_\_\_\_\_ and I'll throw in a free room for the next time you visit us.
- Guest : That I'll be a long time.

### Did You Know?

One of The Strip's most photographed hotels, the Bellagio Las Vegas is a glass-and-marble homage to the Italian lakefront city of Bellagio. It opened in 1998 at a cost of \$1.6 billion and added a \$375 million Spa Tower in 2004

# TASK4

Using the information contained in the table below, give brief explanations about the rates and facilities about rooms written on the following cards in front of the class. The room will be randomly decided by the teacher.

BELLAGIO HOTEL LAS VEGAS NEVADA			
Room Rates			
Rooms	Rates	Facilities	Notes
Villa	US\$ 750	<ul style="list-style-type: none"> <li>- Two story room with one bed room in each story</li> <li>- King size bed in each room</li> <li>- Mini bar</li> <li>- 40" LED 3D TV in each room</li> <li>- Balcony with view to the fountain in the upstairs</li> <li>- Bathroom with bath tube and jacuzzi</li> <li>- 24 hour butler service</li> <li>- Private dinning room</li> <li>- Direct shortcut to the casino</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 6 people with extra bed</li> </ul>
Royal Suite	US\$ 600	<ul style="list-style-type: none"> <li>- One story room with two bed rooms</li> <li>- One king size bed in each room</li> <li>- Mini bar</li> <li>- 40" LED 3D</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 6 people with extra bed</li> </ul>

		<ul style="list-style-type: none"> <li>TV in each room</li> <li>- Balcony with view to the fountain</li> <li>- Bathroom with bath tube and jacuzzi</li> <li>- 24 hour butler service</li> <li>- Private dinning room</li> <li>- Direct shortcut to the casino</li> </ul>	
Suite	US\$ 550	<ul style="list-style-type: none"> <li>- One story room with one bed room</li> <li>- One king size bed</li> <li>- Mini bar</li> <li>- 40" LED 3D TV in each room</li> <li>- Balcony with view to the fountain</li> <li>- Bathroom with bath tube and jacuzzi</li> <li>- Private dinning room</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 3 people with extra bed</li> </ul>
Deluxe	US\$ 450	<ul style="list-style-type: none"> <li>- One story room with one bed room</li> <li>- One king size bed</li> <li>- Mini bar</li> <li>- 40" LED 3D TV</li> <li>- Bathroom with bath tube and</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 3 people with extra bed</li> </ul>

		jacuzzi	
Family	US\$ 350	<ul style="list-style-type: none"> <li>- One story room with two bed rooms</li> <li>- One king size bed in each room</li> <li>- 40" LED TV in each room</li> <li>- Bathroom with bath tube in each room</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 6 people with extra bed</li> </ul>
Standard	US\$ 200	<ul style="list-style-type: none"> <li>- One story room with one bed room</li> <li>- One king size bed</li> <li>- 40" LED TV</li> <li>- Bathroom with bath tube</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 3 people with extra bed</li> </ul>

You can use:

The price of the. . .room is. . . .(to explain the price)

The. . .room costs. . .a night. (to explain the price)

It has. . . .(to explain the facilities)

There are. . . in the. . .room.(to explain facilities)

The. . .room fits for. . .people.(to explain the capacity)

. . .people can stay in the. . .room.(to explain capacity)

And other ways to explain it!

## TASK 5

In pairs, use the information in task to perform a dialogue in order to complete the instructions contained in the following instruction cards.

Find out the rate of the suite room

Find out the facilities in the deluxe room

Find out the cheapest room for 6 people

Find out the cheapest room for 3 people

Find out the total cost for 3 nights in the Villa room

Find out the total cost for 4 nights in the royal suite room with 2 extra beds

## TASK 6

Work in pairs and study the following explanation.

From the dialogue above, you can see some expressions in bold. Those expressions are **asking for** and **offering help**. In the table below, you can see some other expressions of asking for and offering help.

Asking for Help	Offering Help
Would you do me a favor?	Would you like some help?
Would you mind giving me a hand?	May I help you?
Could you give me a hand?	What can I do for you?
I need some assistance, please!	Can I help you?
Can you help me?	Do you need some help?

In the previous tasks and also in the expressions above, you find a lot of words **would, could, will, can, and may**. They are called **modal verbs**. The common pattern of a sentence using a modal verb is

S – Modal – infinitive

If you want to make a question using modal verbs, you just need to use the modal verbs as the auxiliary.

Example:

- I can help you bring the bag (statement)
- Can you help me bring the bag? (question)
- I will go to the bus station tomorrow (statement)
- Will you go to the bus station tomorrow? (question)

## TASK 7

Classify the expressions of asking for and offering help above based on the level of politeness starting from the most polite.

# TASK 8

Decide whether the sentences below are true or false. Provide the correct forms if the sentence is false. No. 1 has been done for you as an example.


Sentences	T/F	Corrections
1. Would you <b>asked</b> somebody to bring my bag?	F	Would you <i>ask</i> somebody to bring my bag?
2. Can you helping bring my luggage?		
3. Would you hold my key for a second?		
4. Can you opening the door?		
5. May I show you your room?		

## For Your Information!

Shaking hands was introduced to Fiji in the 19th century by way of Tonga, and quickly became the established custom. An affectionate handshake can be very long, and may even last throughout an entire conversation. - From the Lonely Planet South Pacific Phrasebook

# TASK 9

Study the reservation form below and answer the following questions.

  
**GRAND PARK**  
CITY HALL  
Grand Park City Hall, 10 Coleman Street, Singapore 179809  
Phone : 65 63363456 www.parkhotelgroup.com

**HOTEL RESERVATION FORM**

No: VH467599

**Personal Particulars**

Name (~~Prof/Dr.~~ / Mr. / ~~Mrs/Ms~~) Daniel Ocean Passport No. E767509  
Designation \_\_\_\_\_ Organisation \_\_\_\_\_  
Address Cupertino, CA 94043  
Telephone \_\_\_\_\_ Fax \_\_\_\_\_ Email ocean.daniel@gmail.com (Compulsory)  
Sharer Name \_\_\_\_\_ Passport No. \_\_\_\_\_

**Accommodation Details**

Arrival Date August 12th 2013 Flight No. EM141281 Arrival Time 02.00PM  
Departure Date August 15th 2013 Flight No. EM141583 Departure Time 03.00PM

☒ Superior Room Single / ~~Twin~~ at S\$200.00++ per room per night (with internet access)  
☐ Deluxe Room Single / Twin at S\$230.00++ per room per night (with internet access)  
☐ Breakfast S\$20.00++ per person per day  
☐ Smoking ☒ Non-Smoking

Above room rates are subject to 10% service charge and 7% GST

Number of Rooms : 1

Method of Payment : Participants are responsible for settling their own bills directly with the hotel upon check-out.

Credit Card to Guarantee : ~~Amex~~ / ~~Visa~~ / Mastercard / ~~Others~~ / ~~None~~ (Please select)

Credit Card Number : 768990546 Exp. Date : 2016

Signature : \_\_\_\_\_ 3 Digit Security No. : \_\_\_\_\_

**No-Show / Cancellation**  
Any cancellations or amendments must be made before 4pm (local time) 1 day prior to the date of arrival. Otherwise a Cancellation fee/ No-show charge equivalent to the room rate for the first night will be levied. Standard check-in time is after 1400 hours and check-out time is at 1200 hours. Early check-in is subject to availability.

10 Coleman Street Singapore 179809 Tel: (65) 6336 3456 Fax: (65) 6339 9311  
Email: info.gpch@parkhotelgroup.com www.parkhotelgroup.com Co.Reg. No. 49011600X

1. How long does Mr. Daniel Ocean stay in the Grand Park Hotel?
2. What city does Mr. Daniel Ocean come from?
3. What kind of room does Mr. Daniel Ocean stay in the Grand Park Hotel?
4. Including the tax, how much does Mr. Daniel Ocean have to pay in total?
5. If he arrives in Singapore at 7.00 AM, how long approximately does Mr. Daniel Ocean have to wait until he can normally enter his room?



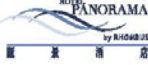
## TASK 10

Based on the information provided in the previous task, compose a dialogue containing the expressions of asking for and offering help.

## TASK 11

Based on the information below, fill the reservation form below and make a dialogue of your own using at least 4 expressions of asking for and offering help.

Mr. Rusty Ryan is an American. He lives in 1600 Amphitheatre Pkwy, Mountain View, CA 94043 phone (650) 253-0000. He works in the Wayne Enterprise as the Chief Operational Manager and comes to Hong Kong in March 16<sup>th</sup> 2014 for a business purpose. He wants to stay in the Panorama Hotel for 7 nights in a non-smoking, single bed room with a view to the harbour. He plans to pay using his Mastercard with serial number 464699046 which is expired in 3 years from the moment he makes the reservation. He also wants to be picked up in the airport by the hotel and have a wake up call at 6.30 in the first morning.

		<b>WAYNE ENTERPRISE INTERNATIONAL BUSINESS CONFERENCE</b> Hong Kong, March 17th-21st 2014 <b>Reservation Order</b> Please return to: Ms Sara Mok, Assistant Sales Manager Hotel Panorama by Rhombus 8A Hart Avenue, Tsimshatsui, Kowloon, Hong Kong Phone: (852) 3550 0621 Fax: (852) 2311 5507 E-mail: sara_mok@rhombusinternational.com									
<b>BOOKING DETAILS:</b> Last Name (Mr/Mrs/Miss): _____ First Name: _____ Arrival Date: _____ Flight: _____ Time: _____ Departure Date: _____ Flight: _____ Time: _____											
<b>GUEST DETAILS:</b> Title: _____ Company: _____ Address: _____ State/Country: _____ Zip/Postal Code: _____ Telephone: _____ Fax: _____ Email: _____											
<b>PLEASE RESERVE:</b> (Please tick the appropriate box) <table border="0"> <tr> <td>_____ Superior Silver upgrade to Superior Gold (Harbour View) at</td> <td><input type="checkbox"/> HK \$ 888</td> <td>/</td> <td><input type="checkbox"/> HK \$988</td> </tr> <tr> <td>_____ Superior Platinum (Harbour View with Rhombus Club privileges) at</td> <td><input type="checkbox"/> HK \$1,488</td> <td>/</td> <td><input type="checkbox"/> HK \$1,688</td> </tr> </table> Preference: <input type="checkbox"/> Smoking <input type="checkbox"/> Non-smoking Remarks: _____ • Daily Buffet Breakfast is included in the about room rates. • Limousine and Shuttle Bus Services are available at HK\$550 per car per single journey and HK\$130 per seat one way respectively. • Above rates are subject to a 10% service charge and 3% government tax per room per night. • If the specific room type is full, we will reserve the next category of rooms available.				_____ Superior Silver upgrade to Superior Gold (Harbour View) at	<input type="checkbox"/> HK \$ 888	/	<input type="checkbox"/> HK \$988	_____ Superior Platinum (Harbour View with Rhombus Club privileges) at	<input type="checkbox"/> HK \$1,488	/	<input type="checkbox"/> HK \$1,688
_____ Superior Silver upgrade to Superior Gold (Harbour View) at	<input type="checkbox"/> HK \$ 888	/	<input type="checkbox"/> HK \$988								
_____ Superior Platinum (Harbour View with Rhombus Club privileges) at	<input type="checkbox"/> HK \$1,488	/	<input type="checkbox"/> HK \$1,688								
<b>RESERVATIONS GUARANTEE:</b> Credit Card with expiry date is required at the time of booking. Credit Card details: <input type="checkbox"/> American Express <input type="checkbox"/> Diners Club <input type="checkbox"/> Mastercard <input type="checkbox"/> Visa <input type="checkbox"/> JCB Card Holder: _____ Expiry Date: _____ Card No: _____ Signature: _____											
<b>TERMS &amp; CONDITIONS:</b> • All reservations are subject to hotel availability upon confirmation. • Extension of stay will be subject to availability and at the prevailing rates. • For guaranteed reservation, any amendment and cancellation can be made 48 hours prior 4p.m. to the date of arrival. Otherwise, one night room rental equivalent will be charged for any no show, late cancellation or amendment. • Non-guaranteed reservation(s) will be released after Monday, March 17th 2014 without further notice. • Check-in time is after 2.00 pm. Check-out time is before 12.00 noon.											
<b>For hotel use:</b> Confirmation number: _____		Confirmed by: _____ Date: _____									

## C. HOMEWORK

### TASK 12

Find a dialogue of a hotel check-in process and analyze the expressions of asking for and offering help and write a dialogue of your own using the same expressions.

### TASK 13

In pairs, compose a dialogue of hotel check-in process and record the conversation.

## D. REFLECTION

Did you learn much from this unit? Put a tick (✓) mark on the box according to how much you have learned.

Aspects	Little	Much	Very Much
Vocabulary			
Grammar building			
Analysing texts (Reservation Form)			
Using the expressions of asking for and offering help in both spoken and written forms			

## E. SUMMARY

In this Unit, you have learned:

Asking for Help	Offering Help
Would you do me a favor?	Would you like some help?
Would you mind giving me a hand?	May I help you?
Could you give me a hand?	What can I do for you?
I need some assistance, please!	Can I help you?
Can you help me?	Do you need some help?

The pattern of modal verbs to compose expressions of asking for and offering help

**S – Modal – infinitive**

Example:

- I can help you bring the bag (statement)
- Can you help me bring the bag? (question)
- I will go to the bus station tomorrow (statement)
- Will you go to the bus station tomorrow? (question)

### Pictures in this unit were taken from:

Cover : <http://continentalhotels.ro/>

Task 1 : <http://www.larryhanna.com/>

Task 2 :  
1. <http://www.dinerwares.com/> (picture 1)  
2. <http://romsdeals.com/> (picture 2)  
3. <http://www.hrabaconsulting.com/> (picture 3)  
4. <http://www.unifocus.com/> (picture 4)  
5. <http://nyocommercialobserver.files.wordpress.com/> (picture 5)

Task 10 : <http://www.docstoc.com/>

Task 12 : <http://www2.mae.cuhk.edu.hk/>

## UNIT 2

“Do you have any idea where the bus station is?”



In this unit, the learners will learn how to give directions in English. They are expected to learn the expressions of asking for and giving directions, as well as the related vocabularies. They will also learn how to read a map and practice how to give directions using the maps. The tasks in this unit will help them explore their knowledge, starting from the introductory tasks up to the very independent construction of the texts, both spoken and written.

## A. LEAD-IN

### TASK 1

Listen to the dialogue and answer the questions below.

1. What does the guest ask from the receptionist?
2. Is there any ATM machine in the hotel?
3. How long it takes to get to the ATM corner from the hotel?

## B. LESSON PROPER

### TASK 2

Write down the vocabularies pronounced by the teacher and find the meanings.

Words	Phonetic Transcription	Meanings
	/ə' krɒs/	
	/bɪ' saɪ d/	
	/bɪ' twiː n/	
	/'krɒs.rəʊdz/	
	/left/	
	/nɪə r/	
	/'ɒp.ə.ʒɪ t/	
	/raɪt/	
	/'saɪ n.pəʊst/	
	/'tiː , dʒʌŋk.ʃ ə n/	
	/tʒɪ n/	

## TASK 3

Listen to the dialogue and fill in the blanks.

Tourist : Excuse me. Is there any (1)\_\_\_\_\_ transportation I can use to get to Malioboro street?  
 Pedestrian : Yes, there is a bus station (2)\_\_\_\_\_ here.  
 Tourist : Could you tell me how to get there?  
 Pedestrian : Go straight on this (3)\_\_\_\_\_. Take a right turn on the second crossroads. Follow the street until you find a T-junction. Turn left on the T-junction. The bus station is (4)\_\_\_\_\_ a petshop.  
 Tourist : How long it (5)\_\_\_\_\_ to get there?  
 Pedestrian : approximately 10 minutes.  
 Tourist : Thank you very much!  
 Pedestrian : You're welcome!

## TASK 4

Study the explanation below and try to pronounce the expressions in the table aloud.

In the previous tasks, you must have heard so many expressions such as *go straight, go along, follow, turn right, etc.* Those expressions are used to *give directions*. In this task you will study some expressions of *asking for* and *giving directions*. Study the examples of the expressions of asking for and giving directions in the table below and then pronounce them aloud!

Asking for Directions	Giving Directions
Would you mind showing me...?	Go straight <i>this street/this way</i>
Could you tell me how to get to...?	Go along <i>this street/this way</i>
Do you know where...is?	Go pass <i>the market/petshop etc</i>
Can you tell me where...is?	Take a <i>left/right</i> turn
Do you have any idea how to get to...?	Turn <i>left/right</i>

Besides the expressions above, another important point in asking for and giving direction is the **prepositions of place**. It involves **in, on, and at**. Below are the explanation of each preposition and some examples of the use.

“in” is for an enclosed space or a place which has volume or area  
 “on” is for a place which is seen as a surface or a line  
 “at” is for a place when the exact position is not very important

Examples

In	on	At
In Sesame street	On your left	At the end of the road
In a room	On the floor	At the crossroads
In your pocket	On your mind	At the corner

## TASK 5

Arrange the jumbled sentences below into correct ones. Use correct punctuation.

1. How to-could-post office-the-you-me-the-get to-tell
2. Where-know-you-do-market-is-the
3. Is-where-station-tell-bus-you-can-me-the
4. Me-drugstore-mind-you-would-where-showing-the-is
5. How to-idea-do-have-get to-airport-any-you-the

### For Your Information!

In Japanese baths, called onsen, always wash first before entering the water. The water is considered fouled if someone does not do this, kind of like the American equivalent of peeing in a pool. Also, use a wash cloth to cover your private bits and pieces. - From the Lonely Planet Japan travel guide



## TASK 6

In pairs, perform a dialogue to complete the sentences provided below in front of the class.

A.

1. The petshop is in Sesame street.
2. The cinema is located next to.....
3. The Stark Tower is across .....
4. Can you show me where the Apple Store is?
5. Sure! Go along this street, turn left on the second crossroads, the Wayne Tower is on your left.

B.

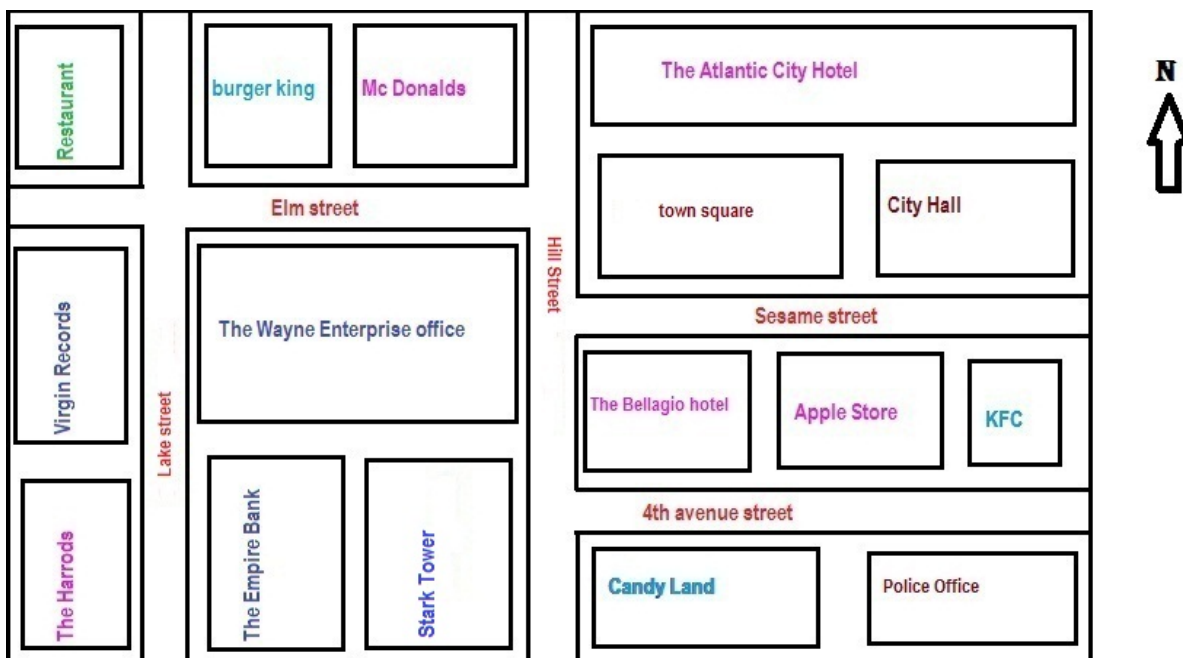
1. The petshop is in ....
2. The cinema is located next to the city hall.
3. The Stark Tower is across the Chinese restaurant.
4. Of course! Go pass the cross roads, take a right turn on the second t-junction, the Apple Store is the third building on your right.
5. Would you mind showing me how to get to the Wayne Tower?

### Did you know?

The Palmer House was the first hotel in Chicago to install electric lights and telephones in its guest rooms (in 1880 for the Republican National Convention)  
- From FODOR'S TRAVEL

# TASK 7

Study the map below and decide whether the statements below are true or false and give correction if it is false.



Statements	T/F	Corrections
1. The Apple Store is located between The Bellagio Hotel and KFC		
2. Burger King is located in The Sesame street		
3. Town Park and City Hall are located in the same street		
4. Virgin Record is located next to Restaurant		
5. Police office is located across Apple Store and KFC		
6. The Empire Bank is located across The Harrods		
7. McDonalds is located next to The Wayne Enterprise		

# TASK 8

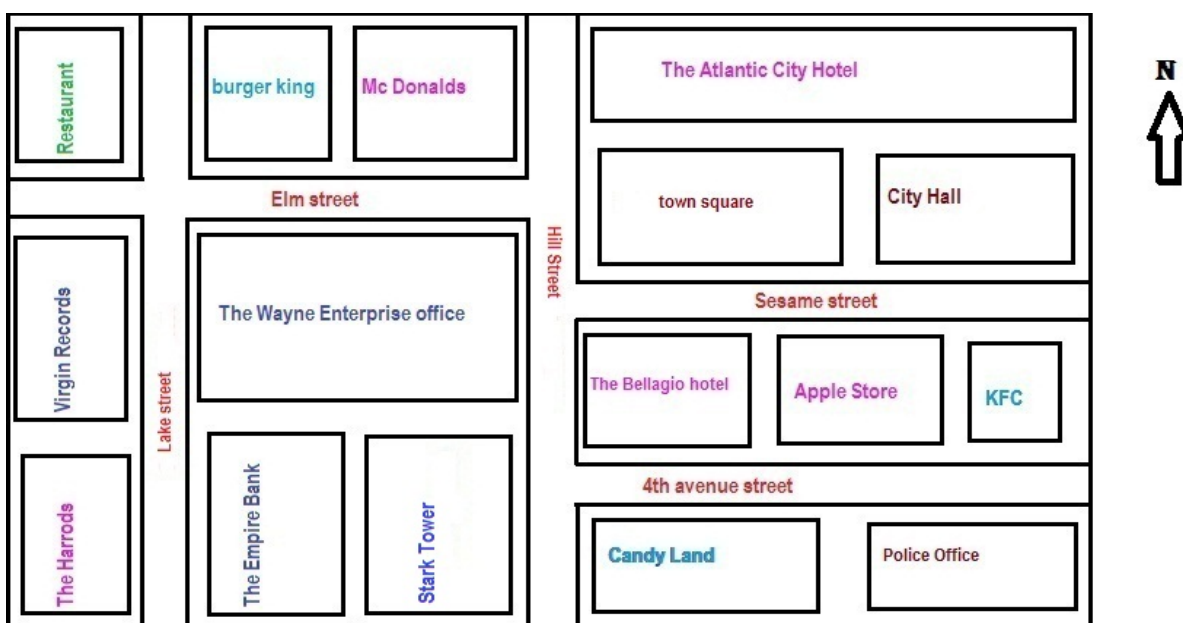
Using the map, give oral directions to show the location of the places in the cards in front of the class. The cards and the starting point will randomly be decided by the teacher.

Example.

**Burger King**

(the teacher draws **Burger King** card, and asks the learner to start from Lake street)

The learner says “go along the street and turn right on the first t-junction. Burger King is the first building on your left.”



Restaurant

Virgin Records

The Harrods

Mc Donalds

The Wayne  
Enterprise

The Empire Bank

Stark Tower

The Atlantic City  
Hotel

Town Square

City Hall

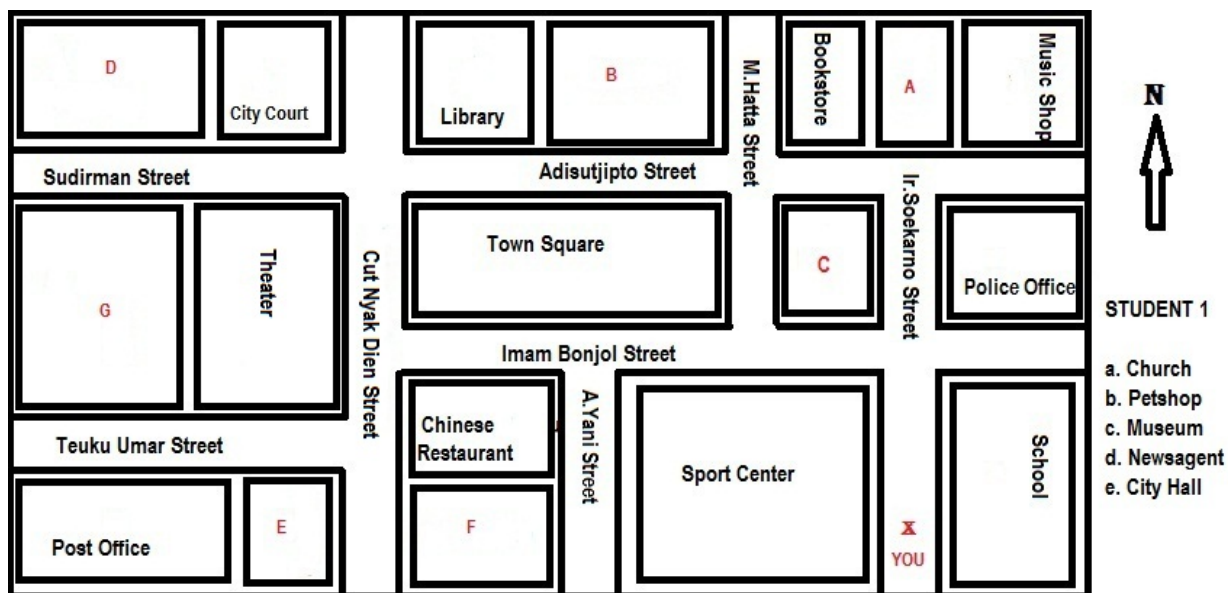
The Bellagio Hotel

Apple Store

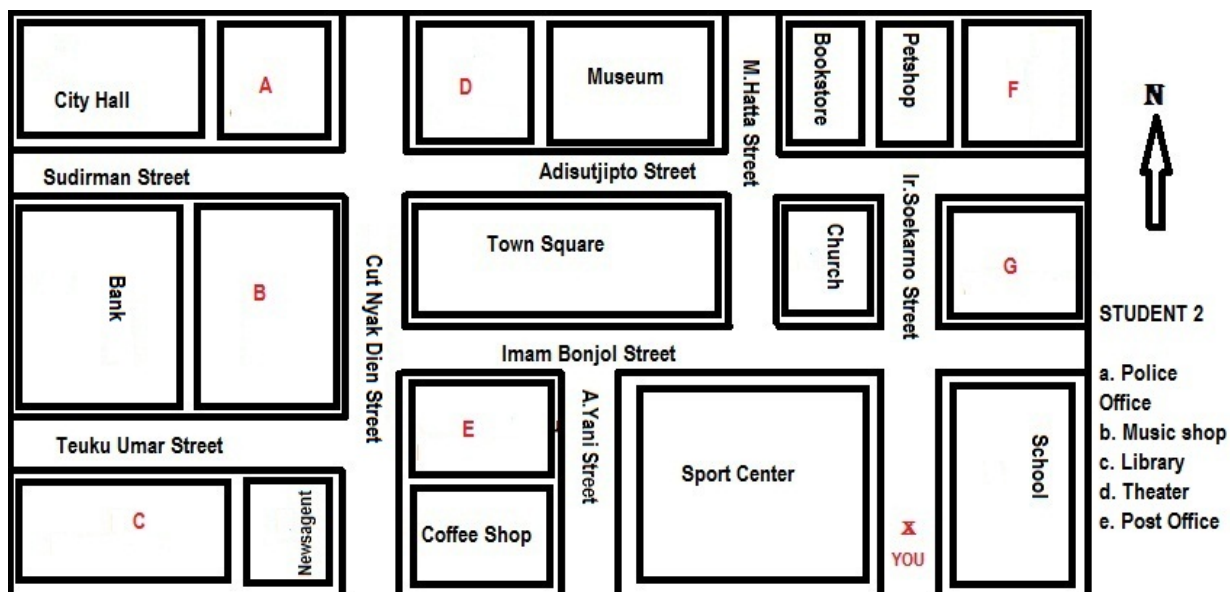
# TASK 9

In pairs, use the expressions of asking for and giving directions to find the places below and perform it in front of the class.

a. Student 1

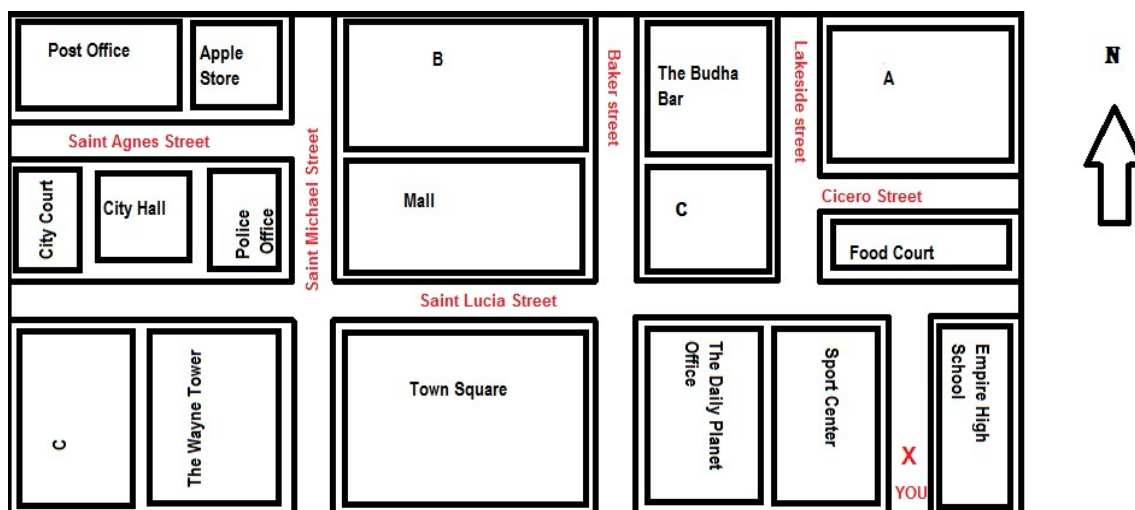


b. Student 2



## TASK 10

Based on the map below, compose a dialogue containing expressions of asking for and giving directions using the information provided.



1. The Theater is located next to The Buddha Bar and across The Daily Planet office.
2. The Hilton hotel is located opposite Apple Store and next to Mall
3. The Aquadome is located across The Buddha Bar and opposite Food Court.

## C. HOMEWORK

## TASK 11

In pairs, draw your own map and compose a dialogue containing expressions of asking for and giving directions and record your performance.

## D. REFLECTION

Did you learn much from this unit? Put a tick mark (✓) on the box according to how much you have learned.

Aspects	Little	Much	Very Much
Vocabulary			
Grammar building			
Analysing texts (Maps)			
Using the expressions of asking for and giving directions in both spoken and written forms			

## E. SUMMARY

In this unit, you have learned:

Asking for Directions	Giving Directions
Would you mind showing me...?	Go straight <b>this street/this way</b>
Could you tell me how to get to...?	Go along <b>this street/this way</b>
Do you know where...is?	Go pass <b>the market/petshop etc</b>
Can you tell me where...is?	Take a <b>left/right</b> turn
Do you have any idea how to get to...?	Turn <b>left/right</b>

Using prepositions of place to compose expressions of asking for and giving directions

"in" is for an enclosed space or a place which has volume or area  
 "on" is for a place which is seen as a surface or a line  
 "at" is for a place when the exact position is not very important

Pictures in this Unit were taken from :

Cover : <http://us.123rf.com/>

Task 2 :

- |  |             |
|--|-------------|
| 1. <a href="http://us.123rf.com/">http://us.123rf.com/</a>                 | (picture 1) |
| 2. <a href="http://www.wunderlin.com/">http://www.wunderlin.com/</a>       | (picture 2) |
| 3. <a href="http://upload.wikimedia.org/">http://upload.wikimedia.org/</a> | (picture 3) |
| 4. <a href="http://upload.wikimedia.org/">http://upload.wikimedia.org/</a> | (picture 4) |
| 5. <a href="http://www2.apwa.net/">http://www2.apwa.net/</a>               | (picture 5) |

## Unit 3

**“I suggest you to visit Prambanan Temple, Sir!”**



In this unit, the learners will learn about asking for and giving suggestions. This unit provides some examples of dialogues containing expressions of asking for and giving suggestions. The learners will also learn to read a tourism brochure and to give suggestions based on a certain information contained in the brochure.



## A. LEAD-IN

### TASK 1

Match pictures with names below.



1.



2.



3.



4.



5.

Temple      Chinatown      Zoo  
Carnival      Beach  
Cave      Amusement Park      Mall

## TASK 2

Complete the paragraph below using the vocabularies provided.



Arguably, Borobudur is the most famous Buddhist (1)\_\_\_\_\_ in Indonesia. Located in Magelang, Borobudur offers a wonderful structure, as well as a beautiful view of its surroundings. UNESCO enlists Bodobudur as one of the world's heritage sites that needs to be preserved.

Borobudur was built by King Samaratunga, one of the kings of Old Mataram Kingdom, the descendant of Sailendra dynasty. Based on Kayumwungan inscription, an Indonesian named Hudaya Kandahjaya revealed that Borobudur was a place for praying that was completed to be built on 26 May 824, almost one hundred years from the time the construction was begun. The name of Borobudur, as some people say, means a mountain having (2)\_\_\_\_\_ (*budhara*), while other says that Borobudur means monastery on the high place.

Borobudur is constructed as a ten-terraces (3)\_\_\_\_\_. The height before being renovated was 42 meters and 34.5 meters after the renovation because the lowest level was used as supporting base. The first six terraces are in square form, two upper terraces are in circular form, and on top of them is the terrace where Buddha (4)\_\_\_\_\_ is located facing westward. Each terrace symbolizes the stage of human life. In line with of Buddha Mahayana, anyone who intends to reach the level of Buddha's must go through each of those life stages.

Each terrace has beautiful (5)\_\_\_\_\_ panels showing how skillful the sculptors were. In order to understand the sequence of the stories on the relief panels, you have to walk clockwise from the entrance of the temple. The relief panels tell the legendary story of Ramayana. Besides, there are relief panels describing the condition of the society by that time; for example, relief of farmers' activity reflecting the advance of agriculture system and relief of sailing boat representing the advance of navigation in Bergotta (Semarang).

Statue   Temple   Place   Monument   Relief   View   Terraces   Building

## A. LESSON PROPER

### TASK 3

Write down the vocabularies pronounced by the teacher and compose sentences using those vocabularies.

Words	Phonetic Trasncription	Examples
	/ə'træk.ʃən/	
	/ə'mju:z.mənt,pɑ:k/	
	/'sɪt.i.tʊə r /	
	/,daʊn'taʊn/	
	/ɪk'skɜ:ʃən/	
	/haɪ /'si:z ə n/	
	/'her.ɪ.tɪdʒ/	
	/,pɪ'pɪ:k/	
	/'aʊt,dɔ: r /	
	/'vɪz.ɪ.tə r /	

### TASK 4

Listen to the dialogue and answer the questions below.

1. What kind of place is the guest interested in?
2. What is the first place the receptionist suggests to the guest?
3. Does the guest agree with the receptionist first suggestion? Why?
4. What makes Bodobudur worth to visit?
5. How long does it take from the hotel to Borobudur?

### TASK 5

Study the expressions below and list them based on the level of politeness.

if you pay attention to the previous tasks, you will find some expressions used for several times. You can find some expressions such as *do you have any suggestion, can you suggest me* etc. Those expressions are commonly used to *ask for suggestions*. While expression like *you should, it'd be better to, etc* are used to *give suggestions*. Here are some expressions of asking for and giving direction commonly used by English speakers. Pay attention to them and then list them based on the level of politeness!

Asking for Suggestions	Giving Suggestions
Do you have any ideas for me? Do you have any suggestions for me? What do you think of? Would you mind giving me your suggestion? Can you tell me where I should go? Can you suggest me?	You should + V1 It would be better if you + V1 You ought to +V1 I suggest you to +V1 I recommend you to +V1

In giving suggestions, especially about places it is important to know what those places look like. You have to be able to describe it, so the people who ask for suggestions will understand. In describing something, the pattern commonly used is **simple present tense** with the formula as follows:

**S – infinitive/-s, -es / be**

Examples:

Borobudur has a wonderful structure  
It takes about 30 minutes to go there  
Many tourists visit Borobudur in holiday seasons  
People come to Malioboro with their family  
Prambanan is a beautiful temple  
There are ten terraces in Borobudur temple

## TASK 6

Arrange the jumbled sentences below into correct ones and practice saying them in front of the class.

1. Any – you – to do – tonight – what – have – do – idea
2. A – place – lunch – to have – you – suggest – can – me – nice
3. Mind – me – suggestion – a – beautiful – in – giving – this – you – your – would – about – beach – city
4. Street – should – Malioboro – go to – you
5. Better – if – it – at – café – you – dinner – Dixie – have – be – would
6. To go – temple – visit – suggest – you – I – Prambanan

## TASK 7

Take turn to describe tourism spots in front of the class using information in the cards provided below while the other students try to guess the name of it. The cards will randomly be decided by the teacher

Example.

The teacher draws



- Located in Jepara region
- snorkeling and diving spots
- beautiful beaches with white sand

Student 1 : “This place is located in Jepara region. People can snorkel and scuba dive here. There are also beautiful beaches with white sand in this place.”

Student 2 : “Karimunjawa island.”



- One of the best diving spots in Indonesia
- Located in Papua island
- Offers breathtaking view of ocean with cliffs



- The most famous island in Indonesia
- Offers both cultural and natural tourism
- People of which are mostly Hindi



- One of active volcanos in Indonesia
- Famous for its sunrise
- Located near Malang, East Java



- The biggest theme park in Indonesia
- Offers many attractions such as roller coaster
- Located in Jakarta





- one of the cultural heritages left by the Dutch colonial
- used to be a prison and government office
- located in Semarang



- the landmark of the republic of Indonesia
- Famous for gold-covered flame on its peak
- Located in Jakarta

## TASK 8

Recall your favourite tourism spot and perform a dialogue in front of the class to describe it and the reason why you like it in pairs. The tourism spoy you choose must be different from ones in the previous task

### For Your Information!

In Japanese baths, called *onsen*, always wash first before entering the water. The water is considered fouled if someone does not do this, kind of like the American equivalent of peeing in a pool. Also, use a wash cloth to cover your private bits and pieces. - From the Lonely Planet Japan travel guide


# TASK 9

Read the brochure below and answer the following questions.

**Sri Venkateswara Sanctuary**  
Spread over 500 acres, this wildlife sanctuary and national park has many species of flora and fauna, and serves as an ideal leisure spot.

**Chandragiri**  
Chandragiri, situated on the banks of the Swarnamukhi river in Chittoor district, was the last capital of the Vijayanagar kings. The Vijayanagar Empire contributed vastly to the enrichment of Telugu culture, art and literature. The Chandragiri Fort, along with its grand palaces Raja Mahal and the Rani Mahal, have been given a facelift. Situated atop a huge rock that stands 56 meters tall, the fort is 12 km from the temple town of Tirupati.


AP Tourism has got up a sound & light show at Chandragiri, capturing the bygone glory of the Vijayanagar Empire.



**Kanipakkam**  
The allure of this 11<sup>th</sup> century Vinayaka temple is that its main idol is believed to be growing in size so much so that a 'kavacham' (breastplate) made for the idol half a century ago has since become too small for it now.

Kanipakkam is about 70 km from Tirupati and 12 km from Chittoor.

**Srikalahasti**  
This temple of Lord Siva in the form of a 'Vayulinga' lies 36 km from Tirupati. Legend has it that Sri, a spider, spun a web over the Linga; Kala,



a snake, placed a gem atop it, while Hasti, an elephant, brought water in its trunk to wash the Linga. All the three were ardent worshippers of Siva.


The flame (Deepam) in the temple flickers constantly as air (Vayu) is said to be constantly emanating from the Sivalinga.

**Nature's glory**  
Chittoor District is endowed with rich flora and fauna as well as a number of waterfalls, including two perennial ones. The Talakona waterfalls is located in the picturesque Nagari valley, while the Kailasanathakona waterfalls is on the threshold of the Seven Hills. The water at Kailasanathakona is said to contain minerals that have curative properties. Local transport is available to these places. APTDC runs Haritha hotels at both the places.

**Horsley Hills**  
Horsley Hills comprise one of the best hill resorts of Andhra Pradesh. The hill station -- named after a British Collector of Cuddapah who had discovered the beauty of the area and made it his summer resort -- is 1,265 meters above sea level. It is situated 140 km from Tirupati and is almost the same distance from Bangalore.

Next to it is the famous Rishi Valley, which is home to a well known public school. The weather is cool and pleasant through the year. APTDC runs Haritha hill resort, which has an attached bar & restaurant, along with conference facility.

**Reach:**  
**Air:** Indian Airlines operates Hyderabad-Tirupati-Hyderabad flights on Thursdays and Saturdays.  
**Rail:** Tirupati is connected to all major cities of India.  
**Road:** Tirupati is well connected to Bengaluru, Chennai, Chittoor, Hyderabad and Vijayawada.  
For local transport, tourists can take temple buses and RTC buses. Taxis and rickshaws are also available.  
**Stay:**  
Many star hotels, lodges, guest houses and choultries are available both at Tirupati and Tirumala



1. What is the text above about?
2. What is the purpose of the text above?
3. What can the visitors see in the Sri Venkateswara Sanctuary?
4. How is the weather in the Rishi Valley?
5. How can the visitors go Tirupati?



# TASK 10

Pay attention to the brochure and the information below. Then compose a conversation in pairs and perform it in front of the class.



welcome  
to  
JOGJA

**BOROBUDUR**  
Located near Magelang, Borobudur is the biggest as well as the most well-known buddhist temple in Indonesia. It was built in the 9th century by Syallendra Dynasty. It offers magnificent architecture with 2,672 relief panels and 504 Buddha statues. Borobudur is a destination which is able to attract global stars such as the football superstar David Beckham and Richard Geere, one of the world's most famous actor.

**KERATON YOGYAKARTA**  
Keraton Yogyakarta is one of the places tourists must see when visiting in Yogyakarta. Keraton means Palace in English. It is the place where the King or Sultan of Yogyakarta resides. There are many things visitors can see in Keraton, from the unique architectures, servants wearing traditional outfits doing their daily jobs, to art performances

**TAMAN SARI**  
Taman Sari, or usually called Taman Sari Water Castle is a site of a former royal garden of The Sultanate of Yogyakarta. Located around 2 kilometers south within the ground of Keraton Yogyakarta, it had multiple functions in the past such as a resting area, a workshop, a defense area, and a hiding place. It consists of four areas: a large artificial lake in the west, a bathing complex in the centre, a complex of pavilions and pools in the south and a smaller lake in the east.

**INDRAYANTI BEACH**  
Indrayanti Beach is located in Gunung Kidul district and along with Pindul Cave become the hottest tourism destinations in Yogyakarta now. It offers beautiful view with white sand, waves, and rock cliffs, as well as some restaurants serving coconut drinks and seafood. Tourists can also stay overnight in Indrayanti Beach since there are many gazebos with reasonable price for rent.

**GUA PINDUL**  
Gua Pindul (Pindul Cave) is one of the hottest tourism places in Yogyakarta. Located in Gunung Kidul district, around 50 kilometers from the centre of Yogyakarta. It offers beautiful view and cave tubing activities.

**MALIOBORO**  
Malloboro is the name of the most famous as well as the major shopping street in Yogyakarta. Located near other tourism spots like Keraton, Taman Sari, and Alun-Alun, this street is visited by thousand visitors everyday, especially on the weekend. There are many street cafes serving local cuisines like Gudeg, stalls selling various goods and merchandise, hotels and shopping centres along Malloboro Street.

**PRAMBANAN**  
While Borobudur is a buddhist, Prambanan is a Hindi Temple located in Kalasan village, around 15 kilometers from the centre of Yogyakarta. It is a complex of temples with the main Prambanan Temple as its centre. Prambanan Temple is often visited by many tourists both local and international on weekends, as well as holiday seasons. It is also well-known for the Ramayana Ballet, a dance performance showing the tale of Rama and Shinta. It is held several times in a month in the main complex of Prambanan Temple.

**EMERGENCY CALL NUMBERS:**

POLICE : 110  
 EMERGENCY CALL : 112  
 AMBULANCE : 118  
 SEARCH AND RESCUE : (0274) 587559  
 FIRE-FIGHTERS : 113  
 RED CROSS : (0274) 372176

Mr. Jim Gordon, a French businessman comes to Jogjakarta for business purposes. He stays in the Hyatt hotel for 5 nights. On the last day in Jogja, he wants to visit a tourism attraction in Jogja. He asks the reception staff of the hotel where to visit with some conditions as follow:

1. His hotel is located at the center of Jogjakarta
2. He wants to visit either a cultural attraction or a beach
3. If it is a beach, he wants one which takes less than three hour
4. If it is a cultural attraction, he does not want to go to a temple
5. He wants to go by either chartered car or bus, and if possible with a tour organizer

## Did you know?

The Waldorf-Astoria hotel in New York was the first hotel in the world to offer room service—and the Waldorf Salad (apples, celery, walnuts, and mayonnaise) was created here- From FODOR'S TRAVEL

## C. HOMEWORK

### TASK 11

Find information of a tourism place or event from the internet and compose a dialogue involving at least 4 expressions of asking for and giving suggestions using the information.

## D. REFLECTION

Did you learn much from this unit? Put a tick mark (✓) on the box according to how much you have learned.

Aspects	Little	Much	Very Much
Vocabulary			
Grammar building			
Analyzing texts (tourism posters)			
Using the expressions of asking for and giving suggestions in both spoken and written forms			

## E. SUMMARY

In this unit, you have learned:

Asking for Suggestions	Giving Suggestions
Do you have any ideas for me? Do you have any suggestions for me? What do you think of? Would you mind giving me your suggestion? Can you tell me where I should go? Can you suggest me?	You should + V1 It would be better if you + V1 You ought to +V1 I suggest you to +V1 I recommend you to +V1

In giving suggestion, one of the important aspect to consider is to give clear description to the people asking you for suggestion. The common term to describe things, places, etc is:

**S – infinitive/-s, -es / be1**

Examples:

Borobudur has a wonderful structure  
It takes about 30 minutes to go there  
Many tourists visit Borobudur in holiday seasons  
People come to Malioboro with their family  
Prambanan is a beautiful temple  
There are ten terraces in Borobudur temple

Pictures in this unit were taken from:

Cover : <http://sukatours.files.wordpress.com/>

Task 1 :

1. <http://news.bbcimg.co.uk/>
2. <http://carillon-beach.com/>
3. <http://4.bp.blogspot.com/>
4. <http://thinkvisual.files.wordpress.com/>
5. <http://www.superioruniformgroup.com/>

Task 2 : <http://yogyes.com/>

## APPENDIX I

### The Results of Expert Judgement Questionnaire on the Second Draft of Materials

## I. The appropriateness of the content of the second draft of materials

### A. The relevancy of the content

No	Items	Mean	Category
1	The materials are appropriate to the learning goals	3.50	Agree
2	The materials developed are appropriate to the needs of hotel reception staff	3.00	Neither agree nor disagree

### B. The depth of the content

No	Items	Mean	Category
3	The materials explore many texts which are relevant to the learners' daily lives	4.00	Agree
4	The materials elaborate the input texts in details	3.50	Agree
5	The materials generally provide clear explanations about linguistic features and meaning structures	3.00	Neither agree nor disagree

### C. The accuracy of the content

No	Items	Mean	Category
6	The materials provide the explanation about the expressions used in <i>asking for and giving help</i> , <i>asking for and giving direction</i> , <i>asking for and giving suggestions</i> in hotel and hospitality contexts	3.50	Agree
7	The texts given in the materials help the learners to understand the parts of <i>hotel reservation form</i> , <i>map</i> , and <i>tourism brochure</i>	4.00.	Agree
8	The materials provide the explanation about how to use <i>modal verb</i> , <i>preposition of place</i> , and <i>simple present tense</i> correctly	3.50	Agree
9	The inputs (texts, tables, pictures, supplements, etc) of the materials were taken from sources relevant to the topic	4.00	Agree
10	The inputs (texts, tables, pictures, supplements, etc) of the materials were taken from the updated sources and relevant to the topic	3.50	Agree

## II. The appropriateness of the language of the second draft of materials

### A. The appropriateness to the learners' language development

No	Items	Mean	Category
1	The language used in the instruction is appropriate to the learners' cognitive development	4.00	Agree
2	The language used in the explanation is appropriate to the learners' cognitive development	4.00	Agree
3	The language used is appropriate to the learners' level of language proficiency	4.00	Agree

### B. The use of communicative language

No	Items	Mean	Category
4	The language used is presented clearly and understandable to the learners	4.00	Agree

### C. The accuracy of the language

No	Items	Mean	Category
5	The materials employ the correct and appropriate language use	4.00	Agree

### D. The sequencing and the unity of ideas

No	Items	Mean	Category
6	The materials presented in a unit design/task/sentence represent the sequence of conveying meanings and ideas	4.00	Agree
7	The texts presented in the materials represent the unity of ideas	4.00	Agree

### III. The appropriateness of materials presentation of the second draft of materials

#### A. The technique of presentation

No	Items	Mean	Category
1	The materials consists of the introduction, main activities, evaluation, reflection, and summary sections presented consistently in all units	4.50	Strongly Agree
2	The tasks are presented equally in every unit	4.00	Agree
3	This second draft of materials presents the tasks developed based on the principles of materials development	4.00	Agree
4	The types of activities/tasks are presented variously	4.00	Agree

#### B. Learning presentation

No	Items	Mean	Category
5	The presentation of tasks in the materials encourages learners' interactions in English	4.50	Strongly Agree
6	The tasks in the materials encourage the learners to participate actively in the classroom	4.50	Strongly Agree
7	The presentation of the tasks and materials encourages the learners to be autonomous learners	4.00	Agree
8	The materials encourage the learners to recognize their achievement as well as the weakness in learning English	4.00	Agree

### IV. The appropriateness of layout of the second draft of materials

#### A. The layout of the content

No	Items	Mean	Category
1	The placement of the elements of the materials, i.e titles, introductions, illustrations in the beginning of every unit is consistent	4.75	Strongly Agree
2	The placement of the elements in every page follows a consistent pattern	4.50	Strongly Agree
3	The structure of the texts in the materials in the materials shows a distinct separation in the end of paragraphs	4.50	Strongly Agree



### B. The illustration of the content

No	Items	Mean	Category
4	The illustrations given in the materials are able to improve learners' understanding of the information	4.75	Strongly Agree
5	The illustrations have the proportional size so it provides the accurate image of the intended object	4.00	Agree
6	In general, the illustrations are suitable for the topic of the study	4.50	Strongly Agree

### C. The typography of the content

No	Items	Mean	Category
7	The materials do not use too many types of fonts ( <i>font</i> )	4.50	Strongly Agree
8	The materials use eligible fonts	4.00	Agree
9	The materials use the variation of letters ( <i>bold, italic, capital</i> ) to differentiate the levels and stress the important information in the text	3.50	Agree

APPENDIX J

The Third Draft of Materials

## UNIT 1

**“Good morning! Welcome to the Grand Park Hotel!”**



By learning this unit, the learners are expected to understand the basic terms of hotel and hospitality especially things related to hotel check-in. This unit covers several tasks which will guide the learners from very basic things up to independent construction of texts which include expressions of asking and offering help, hotel check-in procedures, and level of politeness. Provided with authentic materials, by the end of this unit, the learners are expected to perform the correct ways of dealing with guests in the real world.

## A. LEAD-IN

### TASK 1

Listen to the dialogue and answer the questions below.



1. What is the dialogue about?
2. What are the speakers in the dialogue?
3. What is the name of the hotel in the dialogue?
4. When is the check-in date of the guest in the recording?
5. How much does the room in the dialogue cost per night?

## B. LESSON PROPER

### TASK 2

Listen to the pronunciation and repeat after the teacher. Then find the meanings of the words below.

Words	Phonetic Transcriptions	Meanings
Adjoining (Rooms)	/ə' dʒɔɪ.nɪŋ/	
Bellboy	/'bel.bɔɪ /	
Book	/bʊk/	

Check-in	/ˈtʃek.ɪn/	
Check-out	/ˈtʃek.aʊt/	
Deposit	/dɪˈpɒzɪt/	
Front desk	/frʌnt, desk/	
Inn	/ɪn/	
King-size (bed)	/ˈkɪŋ.saɪz/	
Lobby	/ˈlɒb.i/	
Rate	/reɪt/	
Reservation	/ˌrezəˈveɪ.ʃən/	
Room service	/ru:m, ˈsɜː.vɪs/	
Valet	/ˈvæl.eɪ/	
Wake up call	/ˈweɪk.ʌp, kɔːl/	

## TASK 3

Listen to the dialogue and fill in the blanks.

Guest : Hi. I have a (1)\_\_\_\_\_ for tonight.

Receptionist : And your name?

Guest : It's Nelson. Charles Nelson.

Receptionist : Okay. Mr. Nelson. That's a room for five, and . . .

Guest : Excuse me? You mean a room for five dollars? I didn't know the special was so good.

Receptionist : No, no, no. According to our records, a room for five guests was (2)\_\_\_\_\_ under your name.

Guest : No. No. Hold on. There must be some (3)\_\_\_\_\_.

Receptionist : Okay. Let's check this again. Okay, Mr. Charles C. Nelson for tonight . . .

- Guest : Ah. There's the problem. My name is Charles Nelson, not Charles C. Nelson. [*Uhh*] You must have two (4)\_\_\_\_\_ under the name.
- Receptionist : Okay. Let me check this again. Oh. Okay. Here we are.
- Guest : Yeah.
- Receptionist : Charles Nelson. A room for one for the 19th . . .
- Guest : Wait, wait! It was for tonight. Not tomorrow night.
- Receptionist : Hum. Hum. I don't think we have any rooms for tonight. There's a (5)\_\_\_\_\_ going on in town, and uh, let's see. Yeah, no rooms.
- Guest : Ah come on! You must have something. Anything.
- Receptionist : Well. We do have some rooms under (6)\_\_\_\_\_ with just a roll-a-way bed. [*U-hh*] None of the normal (7)\_\_\_\_\_ like a TV or working shower or toilet.
- Guest : Ah man. Come on. There must be something else.
- Receptionist : Well. Let, let me check my computer here. Ah!
- Guest : What?
- Receptionist : There has been a (8)\_\_\_\_\_ for this evening. A honeymoon suite is now available.
- Guest : Great. I'll take it.
- Receptionist : But I'll have to charge you two hundred fifty dollars for the night.
- Guest : Ah. Man. I should get a discount for the (9)\_\_\_\_\_.
- Receptionist : Well. The best I can give you is a ten percent discount plus a ticket for a free continental breakfast.
- Guest : Hey. Isn't the breakfast free anyway?
- Receptionist : Well, only on weekends.
- Guest : I want to talk to the manager.
- Receptionist : Wait, wait, wait Mr. Nelson. I think I can give you an additional 15 percent(10)\_\_\_\_\_ and I'll throw in a free room for the next time you visit us.
- Guest : That I'll be a long time.

## GRAMMAR FOCUS

From the dialogue above, you can see some expressions in bold. Those expressions are **asking for** and **offering help**. In the table below, you can see some other expressions of asking for and offering help.

Asking for Help	Offering Help
Would you do me a favor?	Would you like some help?
Would you mind giving me a hand?	May I help you?
Could you give me a hand?	What can I do for you?
I need some assistance, please!	Can I help you?
Can you help me?	Do you need some help?

In the previous tasks and also in the expressions above, you find a lot of words **would**, **could**, **will**, **can**, and **may**. They are called **modal verbs**. The common pattern of a sentence using a modal verb is

S – Modal – infinitive

If you want to make a question using modal verbs, you just need to use the modal verbs as the auxiliary.

Example:

- I can help you bring the bag (statement)
- Can you help me bring the bag? (question)
- I will go to the bus station tomorrow (statement)
- Will you go to the bus station tomorrow? (question)

### Did You Know?

One of The Strip's most photographed hotels, the Bellagio Las Vegas is a glass-and-marble homage to the Italian lakefront city of Bellagio. It opened in 1998 at a cost of \$1.6 billion and added a \$375 million Spa Tower in 2004

## TASK 4

Listen to the dialogue and write down the expressions of asking for and offering help contained in it.

## TASK 5

In pairs, compose spoken sentences while the other student compose questions based on the pictures randomly drawn and verbs decided by the teacher. Make sure to use the modal verb formula.

Example

The teacher draws a picture of



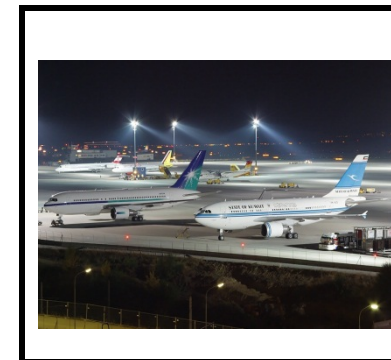
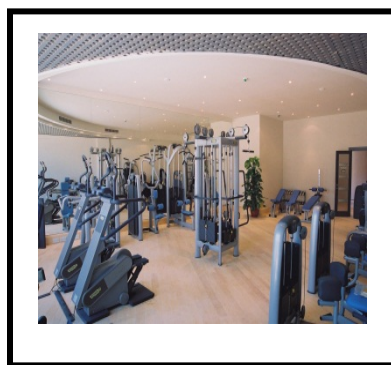
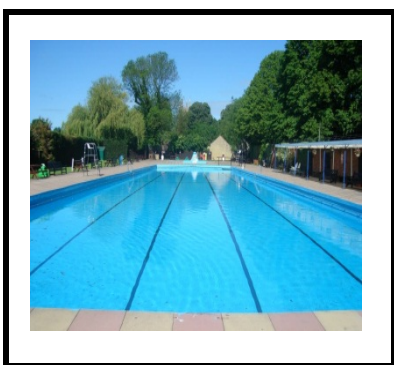
and mentions verb “call”

Student 1 says “the receptionist will call the valet soon.”

Student 2 says “will the receptionist call the valet?”







# TASK 6

Using the information contained in the table below, give brief explanations about the rates and facilities about rooms written on the following cards in front of the class. The room will be randomly decided by the teacher.

You can use:

The price of the . . . room is. . . .(to explain the price)

The . . . room costs. . . a night. (to explain the price)

It has. . . .(to explain the facilities)

There are. . . in the . . . room.(to explain facilities)

The . . . room fits for. . . people.(to explain the capacity)

. . . people can stay in the . . . room.(to explain capacity)

And other ways to explain it!

BELLAGIO HOTEL LAS VEGAS NEVADA			
Room Rates			
Rooms	Rates	Facilities	Notes
Villa	US\$ 750	<ul style="list-style-type: none"> <li>- Two story room with one bed room in each story</li> <li>- King size bed in each room</li> <li>- Mini bar</li> <li>- 40" LED 3D TV in each room</li> <li>- Balcony with view to the fountain in the upstairs</li> <li>- Bathroom with bath tube and jacuzzi</li> <li>- 24 hour butler service</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 6 people with extra bed</li> </ul>

		<ul style="list-style-type: none"> <li>- Private dinning room</li> <li>- Direct shortcut to the casino</li> </ul>	
Royal Suite	US\$ 600	<ul style="list-style-type: none"> <li>- One story room with two bed rooms</li> <li>- One king size bed in each room</li> <li>- Mini bar</li> <li>- 40" LED 3D TV in each room</li> <li>- Balcony with view to the fountain</li> <li>- Bathroom with bath tube and jacuzzi</li> <li>- 24 hour butler service</li> <li>- Private dinning room</li> <li>- Direct shortcut to the casino</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 6 people with extra bed</li> </ul>
Suite	US\$ 550	<ul style="list-style-type: none"> <li>- One story room with one bed room</li> <li>- One king size bed</li> <li>- Mini bar</li> <li>- 40" LED 3D TV in each room</li> <li>- Balcony with view to the fountain</li> <li>- Bathroom with bath tube and</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 3 people with extra bed</li> </ul>

		jacuzzi - Private dinning room	
Deluxe	US\$ 450	- One story room with one bed room - One king size bed - Mini bar - 40" LED 3D TV - Bathroom with bath tube and jacuzzi	- Fits for 3 people with extra bed
Family	US\$ 350	- One story room with two bed rooms - One king size bed in each room - 40" LED TV in each room - Bathroom with bath tube in each room	- Fits for 6 people with extra bed
Standard	US\$ 200	- One story room with one bed room - One king size bed - 40" LED TV - Bathroom with bath tube	- Fits for 3 people with extra bed

- The rates above are subjects to 10% tax
- All rooms are fully air-conditioned
- The rates above already include breakfast
- Extra beds cost US\$ 30 per night

Villa

Royal Suite

Suite

Deluxe

Family

Standard

## TASK 7

In pairs, use the information in the previous task to perform a dialogue in order to complete the instructions contained in the following cards.

Find out the rate of the suite room

Find out the facilities in the deluxe room

Find out the cheapest room for 6 people


Find out the cheapest room for 3 people

Find out the total cost for 3 nights in the Villa room

Find out the total cost for 4 nights in the royal suite room with 2 extra beds

# TASK 8

Study the reservation form below and answer the following questions.

  
**GRAND PARK**  
CITY HALL  
Grand Park City Hall, 10 Coleman Street, Singapore 179809  
Phone : 65 63363456 www.parkhotelgroup.com

**HOTEL RESERVATION FORM**

No: VH467599

**Personal Particulars**

Name (~~Prof / Dr / Mr / Mrs / Ms~~) Daniel Ocean Passport No. E767509  
Designation \_\_\_\_\_ Organisation \_\_\_\_\_  
Address Cupertino, CA 94043  
Telephone \_\_\_\_\_ Fax \_\_\_\_\_ Email ocean.daniel@gmail.com (Compulsory)  
Sharer Name \_\_\_\_\_ Passport No. \_\_\_\_\_

**Accommodation Details**

Arrival Date August 12th 2013 Flight No. EM141261 Arrival Time 02.00PM  
Departure Date August 15th 2013 Flight No. EM141583 Departure Time 03.00PM

☒ Superior Room Single / ~~Twin~~ at S\$200.00++ per room per night (with internet access)  
☐ Deluxe Room Single / Twin at S\$230.00++ per room per night (with internet access)  
☐ Breakfast S\$20.00++ per person per day  
☐ Smoking ☒ Non-Smoking

Above room rates are subject to 10% service charge and 7% GST

Number of Rooms : 1

Method of Payment : Participants are responsible for settling their own bills directly with the hotel upon check-out.

Credit Card to Guarantee : ~~Amex / Visa~~ / Mastercard / ~~Others~~ / ~~AGB~~ (Please select)

Credit Card Number : 768990546 Exp. Date : 2016

Signature : \_\_\_\_\_ 3 Digit Security No. : \_\_\_\_\_

**No-Show / Cancellation**  
Any cancellations or amendments must be made before 4pm (local time) 1 day prior to the date of arrival. Otherwise a Cancellation fee/ No-show charge equivalent to the room rate for the first night will be levied. Standard check-in time is after 1400 hours and check-out time is at 1200 hours. Early check-in is subject to availability.

10 Coleman Street Singapore 179809 Tel: (65) 6336 3456 Fax: (65) 6339 9311  
Email: info.gpch@parkhotelgroup.com www.parkhotelgroup.com Co.Reg. No. 49011600X

1. How long does Mr. Daniel Ocean stay in the Grand Park Hotel?
2. What city does Mr. Daniel Ocean come from?
3. What kind of room does Mr. Daniel Ocean stay in the Grand Park Hotel?
4. Including the tax, how much does Mr. Daniel Ocean have to pay in total?
5. If he arrives in Singapore at 7.00 AM, how long approximately does Mr. Daniel Ocean have to wait until he can normally enter his room?

## TASK 9

Based on the information provided in the previous task, compose a dialogue containing the expressions of asking for and offering help.


## TASK 10

Based on the information below, fill the reservation form below and make a dialogue of your own using at least 4 expressions of asking for and offering help and perform it in front of the class, in pairs.

Mr. Rusty Ryan is an American. He lives in 1600 Amphitheatre Pkwy, Mountain View, CA 94043 phone (650) 253-0000. He works in the Wayne Enterprise as the Chief Operational Manager and comes to Hong Kong in March 16<sup>th</sup> 2014 for a business purpose. He wants to stay in the Panorama Hotel for 7 nights in a non-smoking, single bed room with a view to the harbour. He plans to pay using his Mastercard with serial number 464699046 which is expired in 3 years from the moment he makes the reservation. He also wants to be picked up in the airport by the hotel and have a wake up call at 6.30 in the first morning.

### **For Your Information!**

Shaking hands was introduced to Fiji in the 19th century by way of Tonga, and quickly became the established custom. An affectionate handshake can be very long, and may even last throughout an entire conversation. - From the Lonely Planet South Pacific Phrasebook

	<p><b>WAYNE ENTERPRISE INTERNATIONAL BUSINESS CONFERENCE</b>  <b>Hong Kong, March 17th-21st 2014</b></p> <p><b>Reservation Order</b></p> <p><b>Please return to:</b>  <b>Ms Sara Mok, Assistant Sales Manager</b>  <b>Hotel Panorama by Rhombus</b>  <b>8A Hart Avenue, Tsimshatsui, Kowloon, Hong Kong</b>  <b>Phone: (852) 3550 0621    Fax: (852) 2311 5507</b>  <b>E-mail: sara_mok@rhombusinternational.com</b></p>									
<b>BOOKING DETAILS:</b>										
Last Name (Mr/Mrs/Miss): _____ First Name: _____ Arrival Date: _____ Flight: _____ Time: _____ Departure Date: _____ Flight: _____ Time: _____										
<b>GUEST DETAILS:</b>										
Title: _____ Company: _____ Address: _____ State/Country: _____ Zip/Postal Code: _____ Telephone: _____ Fax: _____ Email: _____										
<b>PLEASE RESERVE:</b> (Please tick the appropriate box)										
<table style="width: 100%; border: none;"> <tr> <td></td> <td style="text-align: center;">Single</td> <td style="text-align: center;">Double</td> </tr> <tr> <td>_____ Superior Silver upgrade to Superior Gold (Harbour View) at</td> <td style="text-align: center;"><input type="checkbox"/> HK \$ 888</td> <td style="text-align: center;">/ <input type="checkbox"/> HK \$988</td> </tr> <tr> <td>_____ Superior Platinum (Harbour View with Rhombus Club privileges) at</td> <td style="text-align: center;"><input type="checkbox"/> HK \$1,488</td> <td style="text-align: center;">/ <input type="checkbox"/> HK \$1,688</td> </tr> </table> <p>Preference: <input type="checkbox"/> Smoking <input type="checkbox"/> Non-smoking    Remarks: _____</p> <p>• Daily Buffet Breakfast is included in the about room rates.</p> <p>• Limousine and Shuttle Bus Services are available at HK\$550 per car per single journey and HK\$130 per seat one way respectively.</p> <p>• Above rates are subject to a 10% service charge and 3% government tax per room per night.</p> <p>• If the specific room type is full, we will reserve the next category of rooms available.</p>			Single	Double	_____ Superior Silver upgrade to Superior Gold (Harbour View) at	<input type="checkbox"/> HK \$ 888	/ <input type="checkbox"/> HK \$988	_____ Superior Platinum (Harbour View with Rhombus Club privileges) at	<input type="checkbox"/> HK \$1,488	/ <input type="checkbox"/> HK \$1,688
	Single	Double								
_____ Superior Silver upgrade to Superior Gold (Harbour View) at	<input type="checkbox"/> HK \$ 888	/ <input type="checkbox"/> HK \$988								
_____ Superior Platinum (Harbour View with Rhombus Club privileges) at	<input type="checkbox"/> HK \$1,488	/ <input type="checkbox"/> HK \$1,688								
<b>RESERVATIONS GUARANTEE:</b>										
Credit Card with expiry date is required at the time of booking. Credit Card details: <input type="checkbox"/> American Express <input type="checkbox"/> Diners Club <input type="checkbox"/> Mastercard <input type="checkbox"/> Visa <input type="checkbox"/> JCB Card Holder: _____ Expiry Date: _____ Card No: _____ Signature: _____										
<b>TERMS &amp; CONDITIONS:</b> <ul style="list-style-type: none"> <li>▪ All reservations are subject to hotel availability upon confirmation.</li> <li>▪ Extension of stay will be subject to availability and at the prevailing rates.</li> <li>▪ For guaranteed reservation, any amendment and cancellation can be made 48 hours prior 4p.m. to the date of arrival. Otherwise, one night room rental equivalent will be charged for any no show, late cancellation or amendment</li> <li>▪ Non-guaranteed reservation(s) will be released after <u>Monday, March 11th 2014</u> without further notice.</li> <li>▪ Check-in time is after 2:00 pm. Check-out time is before 12:00 noon.</li> </ul>										
<b>For hotel use:</b> Confirmation number: _____    Confirmed by: _____    Date: _____										



## C. HOMEWORK

### TASK 11

Find a dialogue of a hotel check-in process and analyze the expressions of asking for and offering help and write a dialogue of your own using the same expressions.

### TASK 12

In pairs, compose a dialogue of hotel check-in process and record the conversation.

## D. REFLECTION

Did you learn much from this unit? Put a tick (✓) mark on the box according to how much you have learned.

Aspects	Little	Much	Very Much
Vocabulary			
Grammar building			
Analysing texts (Reservation Form)			
Using the expressions of asking for and offering help in both spoken and written forms			

## E. SUMMARY

In this Unit, you have learned:

Asking for Help	Offering Help
Would you do me a favor?	Would you like some help?
Would you mind giving me a hand?	May I help you?
Could you give me a hand?	What can I do for you?
I need some assistance, please!	Can I help you?
Can you help me?	Do you need some help?

The pattern of modal verbs to compose expressions of asking for and offering help

**S – Modal – infinitive**

Example:

- I can help you bring the bag (statement)
- Can you help me bring the bag? (question)
- I will go to the bus station tomorrow (statement)
- Will you go to the bus station tomorrow? (question)

**Pictures in this unit were taken from:**

Cover : <http://continentalhotels.ro/>

Task 1 : <http://www.larryhanna.com/>

Task 5 :

1. <http://c1.zzounds.com/>
2. <http://fc04.deviantart.net/>
3. <http://gwydir.demon.co.uk/>
4. <http://gwydir.demon.co.uk/>
5. <http://www.propofs.com/>
6. <http://austincoppock.com/>
7. <http://4vector.com/>
8. <http://blogs.plos.org/>
9. <http://www.citylinkminicab.com/>

Task 10 : <http://www.docstoc.com/>

Task 12 : <http://www2.mae.cuhk.edu.hk/>

## UNIT 2

“Do you have any idea where the bus station is?”



In this unit, the learners will learn how to give directions in English. They are expected to learn the expressions of asking for and giving directions, as well as the related vocabularies. They will also learn how to read a map and practice how to give directions using the maps. The tasks in this unit will help them explore their knowledge, starting from the introductory tasks up to the very independent construction of the texts, both spoken and written.

## A. LEAD-IN

### TASK 1

Listen to the dialogue and answer the questions below.

1. What does the guest ask from the receptionist?
2. Is there any ATM machine in the hotel?
3. How long it takes to get to the ATM corner from the hotel?



## B. LESSON PROPER

### TASK 2

Write down the vocabularies pronounced by the teacher and find the meanings.

Words	Phonetic Transcription	Meanings
	/ə' krɒs/	
	/bɪ' saɪ d/	
	/bɪ' twiː n/	
	/' krɒs.rəʊdz/	
	/left/	
	/nɪə r/	
	/'ɒp.ə.zɪ t/	
	/raɪt/	
	/'saɪ n.pəʊst/	
	/'tiː , dʒʌŋk.ʃ ə n/	
	/tɜː n/	

## TASK 3

Listen to the dialogue and fill in the blanks.

Tourist : Excuse me. Is there any (1)\_\_\_\_\_ transportation I can use to get to Malioboro street?  
 Pedestrian : Yes, there is a bus station (2)\_\_\_\_\_ here.  
 Tourist : Could you tell me how to get there?  
 Pedestrian : Go straight on this (3)\_\_\_\_\_. Take a right turn on the second crossroads. Follow the street until you find a T-junction. Turn left on the T-junction. The bus station is (4)\_\_\_\_\_ a petshop.  
 Tourist : How long it (5)\_\_\_\_\_ to get there?  
 Pedestrian : approximately 10 minutes.  
 Tourist : Thank you very much!  
 Pedestrian : You're welcome!

## GRAMMAR FOCUS

In the previous tasks, you must have heard so many expressions such as *go straight, go along, follow, turn right, etc.* Those expressions are used to *give directions*. In this task you will study some expressions of *asking for* and *giving directions*. Study the examples of the expressions of asking for and giving directions in the table below and then pronounce them aloud!

Asking for Directions	Giving Directions
Would you mind showing me...?	Go straight <i>this street/this way</i>
Could you tell me how to get to...?	Go along <i>this street/this way</i>
Do you know where...is?	Go pass <i>the market/petshop etc</i>
Can you tell me where...is?	Take a <i>left/right</i> turn
Do you have any idea how to get to...?	Turn <i>left/right</i>

Besides the expressions above, another important point in asking for and giving direction is the **prepositions of place**. It involves **in**, **on**, and **at**. Below are the explanation of each preposition and some examples of the use.

"in" is for an enclosed space or a place which has volume or area  
 "on" is for a place which is seen as a surface or a line  
 "at" is for a place when the exact position is not very important

Examples

In	On	At
In Sesame street	On your left	At the end of the road
In a room	On the floor	At the crossroads
In your pocket	On your mind	At the corner

## TASK 4

Listen to the dialogue and write down the expressions of asking for and giving directions contained in the dialogue.

## TASK 5

Try to practice asking for directions orally based on the following cards. The cards will be randomly decided by the teacher.

Example.

The Atlantic City Hotel

The teacher draws the Atlantic City Hotel card.

The learner says "excuse me! Can you show me how to get to the Atlantic City Hotel?"

School

Post Office

Police Office

Bank

Bus Shelter

Chinese Restaurant

Mc Donalds

Gym

Theater

Swimming Pool

Drugstore

Convenience Store

City Hall

Mall

Food Court

## TASK 6

In pairs, choose one of the pictures below and take turn to give oral directions. One student decides the starting and finish points while the other student give oral directions from the starting point to the finish point.

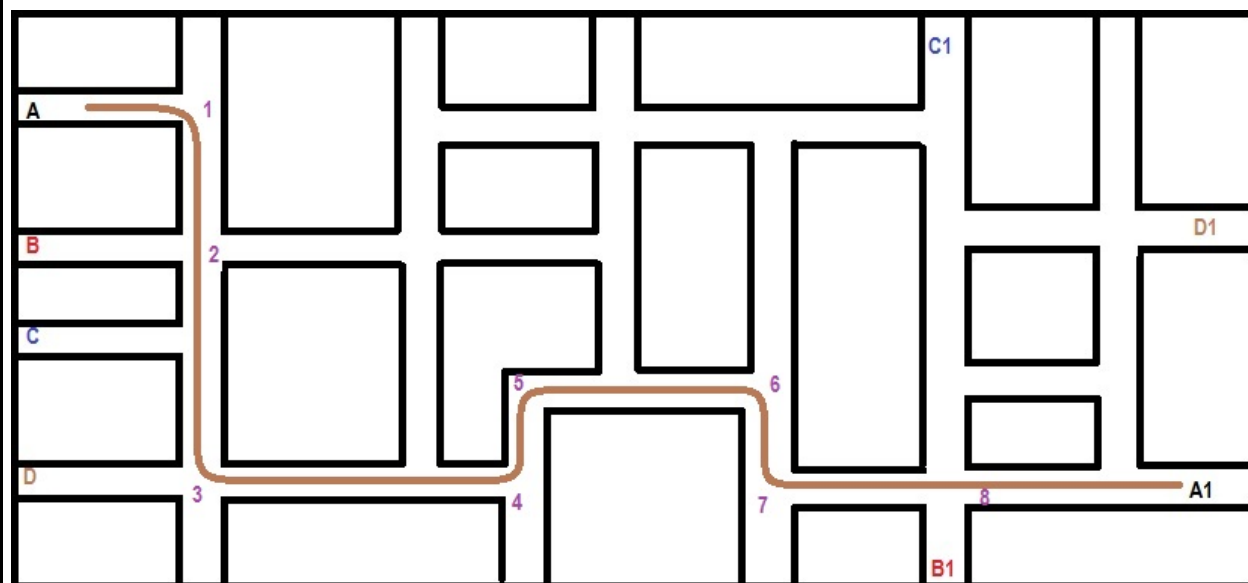
Example.

Picture 1

Student 1 says “**start** at A and **finish** at A1.”

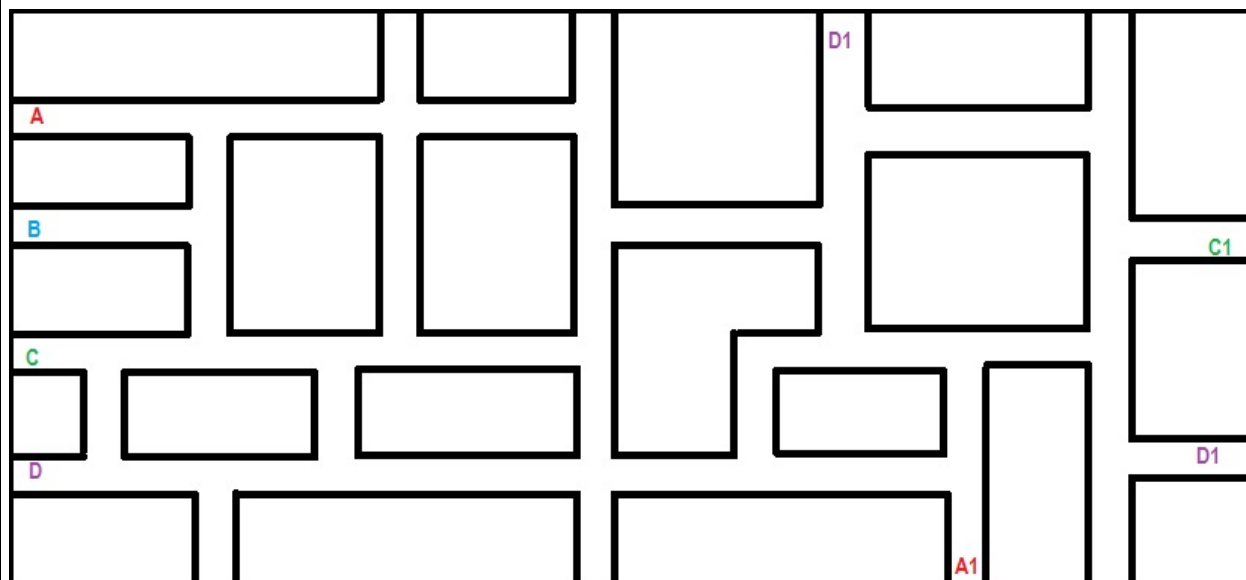
Student 2 says “**turn left** in the t-junction, **go along** the way and **take left turn** in the crossroads. **Go along** the way and **turn left** in the second t-junction and then **turn right**. **Turn right** in the second t-junction and **take left turn** in the next t-junction and then just **go along** the way.

Picture 1.





Picture 2

**For Your Information!**

In Japanese baths, called onsen, always wash first before entering the water. The water is considered fouled if someone does not do this, kind of like the American equivalent of peeing in a pool. Also, use a wash cloth to cover your private bits and pieces. - From the Lonely Planet Japan travel guide

# TASK 7

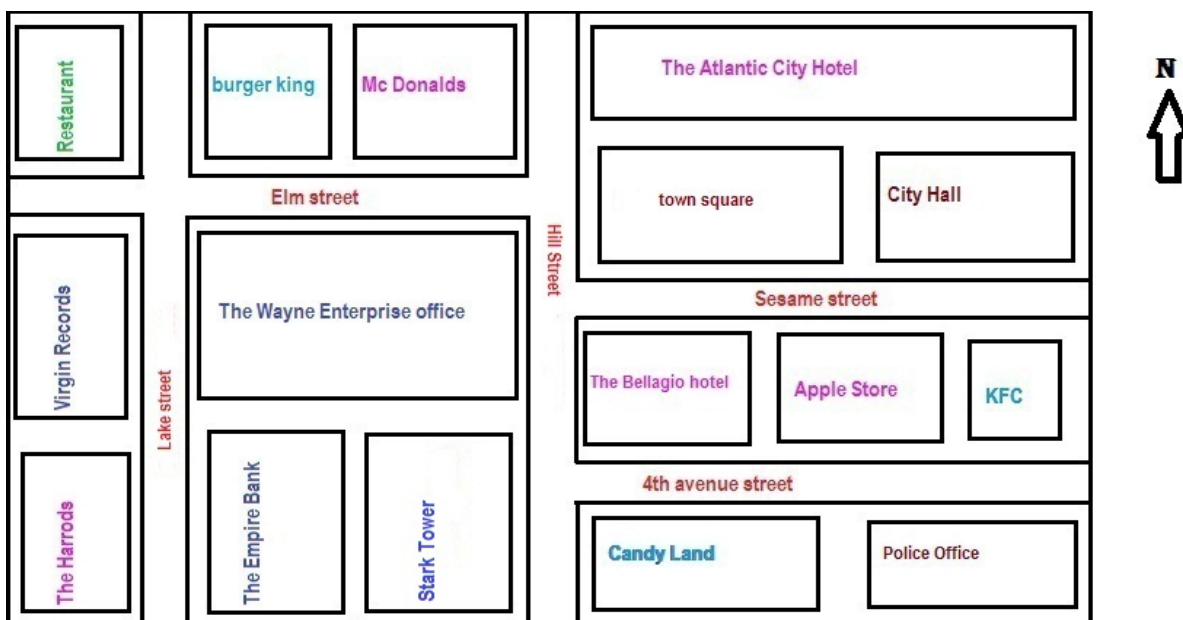
Based on the map below, show the locations of the places in the cards. The teacher will randomly draw the cards and decide the prepositions of places to be used.

Example.

**Burger King**

(the teacher draws **Burger King** card, and asks the learner to use “next to”)

The learner says “**Burger King** is located next to Mc Donalds.”



Restaurant

Virgin Records

The Harrods

Mc Donalds

The Wayne  
Enterprise

The Empire Bank

Stark Tower

The Atlantic City  
Hotel

Town Square

City Hall

The Bellagio Hotel

Apple Store

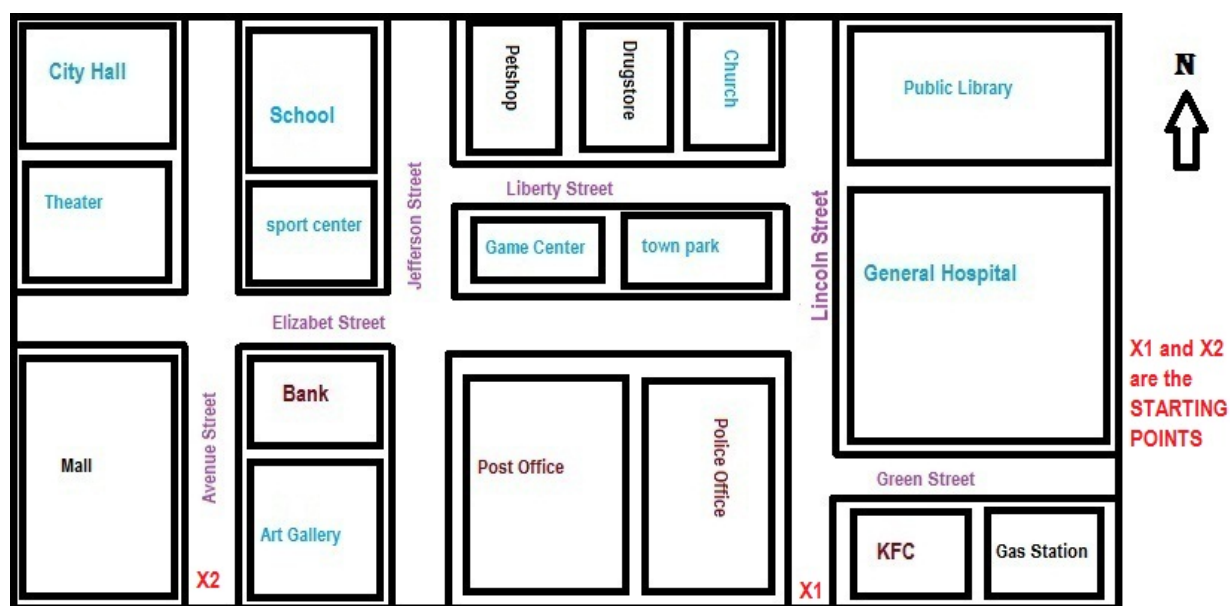
KFC

Candy Land

Police Office

# TASK 8

Using the map, compose a paragraph containing the expressions of asking for and giving directions to show the locations of the places in the cards. The cards and the starting point will be randomly decided by the teacher.



School

Petshop

Theater

Bank

Game Center

Drugstore

Art Gallery

Church

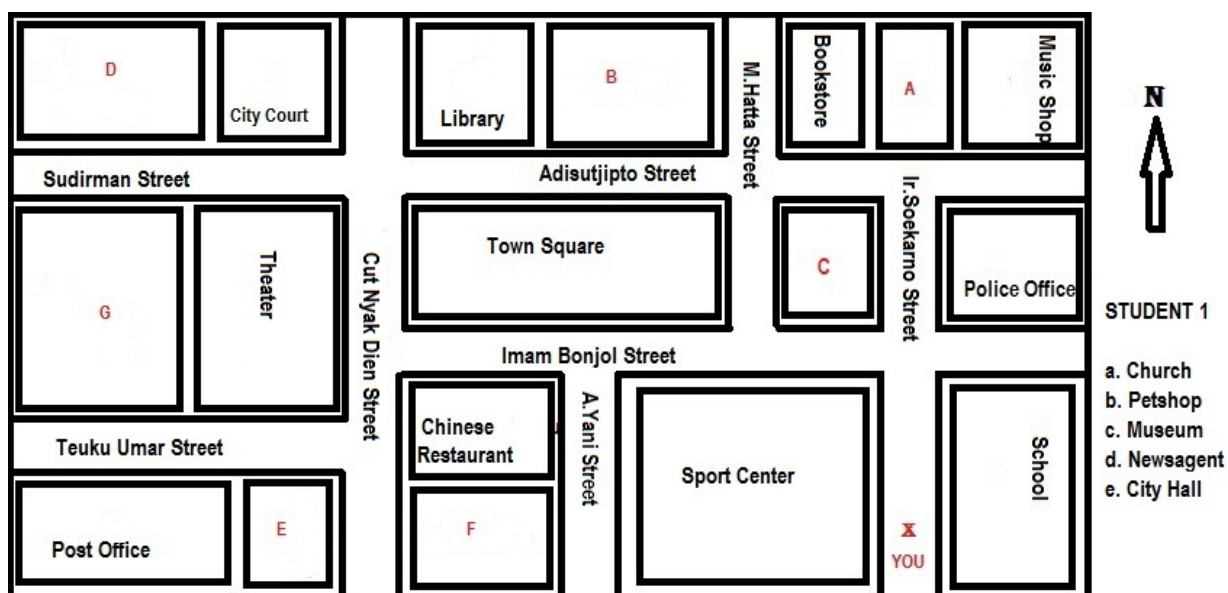
## Did you know?

The Palmer House was the first hotel in Chicago to install electric lights and telephones in its guest rooms (in 1880 for the Republican National Convention)  
- From FODOR'S TRAVEL

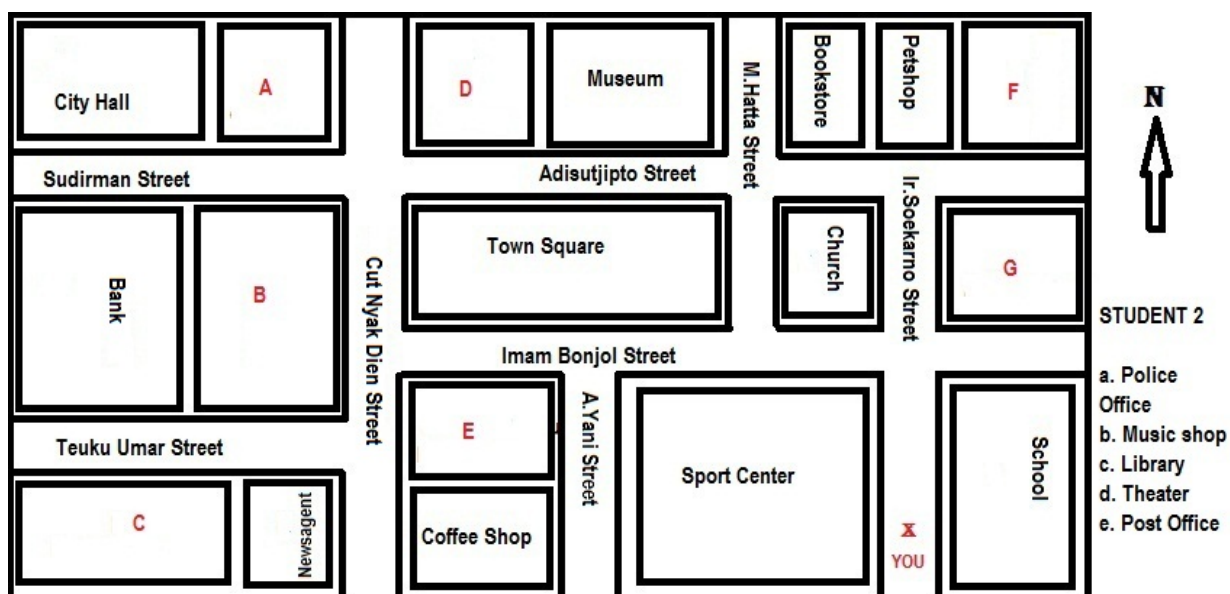
# TASK 9

In pairs, use the expressions of asking for and giving directions to find the places below and perform it in front of the class.

a. Student 1



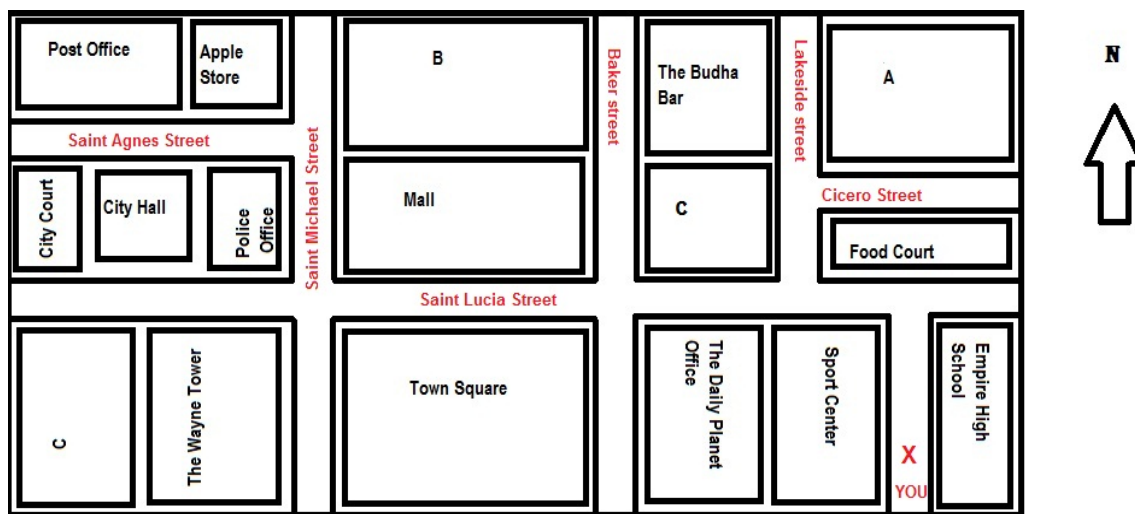
b. Student 2



## C. HOMEWORK

### TASK 10

Based on the map below, compose a dialogue containing expressions of asking for and giving directions using the information provided.



1. The Theater is located next to The Buddha Bar and across The Daily Planet office.
2. The Hilton hotel is located opposite Apple Store and next to Mall
3. The Aquadome is located across The Buddha Bar and opposite Food Court.

### TASK 11

In pairs, draw your own map and compose a dialogue containing expressions of asking for and giving directions and record your performance.

## D. REFLECTION

Did you learn much from this unit? Put a tick mark (✓) on the box according to how much you have learned.

Aspects	Little	Much	Very Much
Vocabulary			
Grammar building			
Analysing texts (Maps)			
Using the expressions of asking for and giving directions in both spoken and written forms			

## E. SUMMARY

In this unit, you have learned:

Asking for Directions	Giving Directions
Would you mind showing me...?	Go straight <b>this street/this way</b>
Could you tell me how to get to...?	Go along <b>this street/this way</b>
Do you know where...is?	Go pass <b>the market/petshop etc</b>
Can you tell me where...is?	Take a <b>left/right</b> turn
Do you have any idea how to get to...?	Turn <b>left/right</b>

Using prepositions of place to compose expressions of asking for and giving directions

"in" is for an enclosed space or a place which has volume or area  
 "on" is for a place which is seen as a surface or a line  
 "at" is for a place when the exact position is not very important

Picture in this Unit was taken from :

Cover : <http://us.123rf.com/>

Task 1 : <http://freerealestateeducation.com/>

## Unit 3

**“I suggest you to visit Prambanan Temple, Sir!”**



In this unit, the learners will learn about asking for and giving suggestions. This unit provides some examples of dialogues containing expressions of asking for and giving suggestions. The learners will also learn to read a tourism brochure and to give suggestions based on a certain information contained in the brochure.



## A. LEAD-IN

### TASK 1

Match pictures with names below.



1.



2.



3.



4.



5.

Temple      Chinatown      Zoo  
Carnival      Beach  
Cave      Amusement Park      Mall

## B.LESSON PROPER

### TASK 2

Write down the vocabularies pronounced by the teacher and compose sentences using those vocabularies.

Words	Phonetic Transcription	Examples
	/ə' træk.ʃ ə n/	
	/ə' mju: z.mənt, pɑ: k/	
	/'sɪ t.i, tʊər/	
	/,daʊn' taʊn/	
	/ɪk' skɜ: ʃ ə n/	
	/haɪ /'si: .z ə n/	
	/'her.i.tɪ dʒ/	
	/,pʰ pi: k/	
	/'aʊt, dɔ: r/	
	/'vɪ zɪ.tə r/	

### TASK 3

Listen to the dialogue and answer the questions below.

1. What kind of place is the guest interested in?
2. What is the first place the receptionist suggests to the guest?
3. Does the guest agree with the receptionist first suggestion? Why?
4. What makes Bodobudur worth to visit?
5. How long does it take from the hotel to Borobudur?

### GRAMMAR FOCUS

if you pay attention to the previous tasks, you will find some expressions used for several times. You can find some expressions such as *do you have any suggestion, can you suggest me* etc. Those expressions are commonly used to *ask for suggestions*. While expression like *you should, it'd be better to, etc* are used to *give suggestions*. Here are some expressions of asking for and giving direction commonly used by English speakers. Pay attention to them and then list them based on the level of politeness!

Asking for Suggestions	Giving Suggestions
Do you have any ideas for me? Do you have any suggestions for me? What do you think of? Would you mind giving me your suggestion? Can you tell me where I should go? Can you suggest me?	You should + V1 It would be better if you + V1 You ought to +V1 I suggest you to +V1 I recommend you to +V1

In giving suggestions, especially about places it is important to know what those places look like. You have to be able to describe it, so the people who ask for suggestions will understand. In describing something, the pattern commonly used is **simple present tense** with the formula as follows:

**S – infinitive/-s, -es / be**

Examples:

Borobudur has a wonderful structure  
 It takes about 30 minutes to go there  
 Many tourists visit Borobudur in holiday seasons  
 People come to Malioboro with their family  
 Prambanan is a beautiful temple  
 There are ten terraces in Borobudur temple

## TASK 4

Listen to the dialogue and write down the expressions of asking for and giving suggestions contained in it.

## TASK 5

In pairs, perform a short dialogue containing the expressions of asking for and giving suggestions based on the cards randomly drawn by the teacher. Each pair must use different expressions.

Example.

The teacher draws



- Located in Jepara region
- snorkeling and diving spots
- beautiful beaches with white sand

Karimunjawa Island

Student 1 : “Do you have any idea where to go this weekend?”

Student 2 : “I suggest you to go to Karimunjawa island.”



- one of the best diving spots in Indonesia
- located in Papua island
- offers breathtaking view of ocean with cliffs

Raja Ampat



- The most famous island in Indonesia
- Offers both cultural and natural tourism
- People of which are mostly Hindi

Bali Island



- One of active volcanos in Indonesia
- Famous for its sunrise
- Located near Malang, East Java

**Mount Bromo**



- The biggest theme park in Indonesia
- Offers many attractions such as roller coaster
- Located in Jakarta

**Dufan**



- one of the cultural heritages left by the Dutch colonial
- used to be a prison and government office
- located in Semarang

**Lawang Sewu**



- The landmark of the republic of Indonesia
- Famous for gold-covered flame on its peak
- Located in Jakarta

**Monumen Nasional**





- Located in Lampung, South Sumatera
- Offers a beautiful sea view
- Famous for its dolphins

Kiluan Bay



- The biggest Buddhist temple in Indonesia
- One of UNESCO world's heritages
- located in Magelang

Borobudur

## TASK 6

In front of the class, describe a tourism spot you have visited or know so well orally and ask your friends to guess the name of it.

### For Your Information!

In Japanese baths, called *onsen*, always wash first before entering the water. The water is considered fouled if someone does not do this, kind of like the American equivalent of peeing in a pool. Also, use a wash cloth to cover your private bits and pieces. - From the Lonely Planet Japan travel guide

## TASK 7

Use the pictures in task 5 to compose a dialogue containing the expressions of asking for and giving suggestions and perform the dialogues in front of the class, in pairs. Give brief descriptions of the place in the dialogue.

Example.

Student 1	: "Hi, Rusty!"
Student 2	: "Hi, Linus!"
Student 1	: "Can you suggest me a nice place to visit this weekend?"
Student 2	: "Sure. You can go to Pindul Cave."
Student 1	: "How is it like?"
Student 2	: "It's a natural cave located in Wonosari, Gunung Kidul region. There you can do cave tubing along the river. The cave itself has a magnificent view of stalagmites. You can also enjoy traditional foods in food stalls located near the cave."
Student 1	: "It sounds great. Thanks for your suggestion"
Student 2	: "Nevermind."

### Did you know?

The Waldorf-Astoria hotel in New York was the first hotel in the world to offer room service—and the Waldorf Salad (apples, celery, walnuts, and mayonnaise) was created here- From FODOR'S TRAVEL

# TASK 8


Read the brochure below and answer the following questions.

**Sri Venkateswara Sanctuary**  
Spread over 500 acres, this wildlife sanctuary and national park has many species of flora and fauna, and serves as an ideal leisure spot.


**Chandragiri**  
Chandragiri, situated on the banks of the Swarnamukhi river in Chittoor district, was the last capital of the Vijayanagar kings. The Vijayanagar Empire contributed vastly to the enrichment of Telugu culture, art and literature. The Chandragiri Fort, along with its grand palaces Raja Mahal and the Rani Mahal, have been given a facelift. Situated atop a huge rock that stands 56 meters tall, the fort is 12 km from the temple town of Tirupati.  
AP Tourism has got up a sound & light show at Chandragiri, capturing the bygone glory of the Vijayanagar Empire.



**Kanipakkam**  
The allure of this 11<sup>th</sup> century Vinayaka temple is that its main idol is believed to be growing in size so much so that a 'kavacham' (breastplate) made for the idol half a century ago has since become too small for it now.  
Kanipakkam is about 70 km from Tirupati and 12 km from Chittoor.




**Srikalahasti**  
This temple of Lord Siva in the form of a 'Vayulinga' lies 36 km from Tirupati. Legend has it that Sri, a spider, spun a web over the Linga; Kala,



a snake, placed a gem atop it, while Hasti, an elephant, brought water in its trunk to wash the Linga. All the three were ardent worshippers of Siva.  
The flame (Deepam) in the temple flickers constantly as air (Vayu) is said to be constantly emanating from the Sivalinga.

**Nature's glory**  
Chittoor District is endowed with rich flora and fauna as well as a number of waterfalls, including two perennial ones. The Talakona waterfalls is located in the picturesque Nagari valley, while the Kailasanathakona waterfalls is on the threshold of the Seven Hills. The water at Kailasanathakona is said to contain minerals that have curative properties. Local transport is available to these places. APTDC runs Haritha hotels at both the places.

**Horsley Hills**  
Horsley Hills comprise one of the best hill resorts of Andhra Pradesh. The hill station -- named after a British Collector of Cuddapah who had discovered the beauty of the area and made it his summer resort -- is 1,265 meters above sea level. It is situated 140 km from Tirupati and is almost the same distance from Bangalore.  
Next to it is the famous Rishi Valley, which is home to a well known public school. The weather is cool and pleasant through the year. APTDC runs Haritha hill resort, which has an attached bar & restaurant, along with conference facility.



**Reach:**  
**Air:** Indian Airlines operates Hyderabad-Tirupati-Hyderabad flights on Thursdays and Saturdays.  
**Rail:** Tirupati is connected to all major cities of India.  
**Road:** Tirupati is well connected to Bengaluru, Chennai, Chittoor, Hyderabad and Vijayawada.  
For local transport, tourists can take temple buses and RTC buses. Taxis and rickshaws are also available.  
**Stay:**  
Many star hotels, lodges, guest houses and choultries are available both at Tirupati and Tirumala

1. What is the text above about?
2. What is the purpose of the text above?
3. What can the visitors see in the Sri Venkateswara Sanctuary?
4. How is the weather in the Rishi Valley?
5. How can the visitors go Tirupati?



# TASK 9

Pay attention to the brochure and the information below. Then compose a conversation in pairs and perform it in front of the class.



**welcome  
to  
JOGJA**

**BOROBUDUR**  
Located near Magelang, Borobudur is the biggest as well as the most well-known buddhist temple in Indonesia. It was built in the 9th century by Syailendra Dynasty. It offers magnificent architecture with 2,672 relief panels and 504 Buddha statues. Borobudur is a destination which is able to attract global stars such as the football superstar David Beckham and Richard Geere, one of the world's most famous actor.

**KERATON YOGYAKARTA**  
Keraton Yogyakarta is one of the places tourists must see when visiting in Yogyakarta. Keraton means Palace in English. It is the place where the King or Sultan of Yogyakarta resides. There are many things visitors can see in Keraton, from the unique architectures, servants wearing traditional outfits doing their daily jobs, to art performances

**PRAMBANAN**  
While Borobudur is a buddhist, Prambanan is a Hindi Temple located in Kalasan village, around 15 kilometers from the centre of Yogyakarta. It is a complex of temples with the main Prambanan Temple as its centre. Prambanan Temple is often visited by many tourists both local and international on weekends, as well as holiday seasons. It is also well-known for the Ramayana Ballet, a dance performance showing the tale of Rama and Shinta. It is held several times in a month in the main complex of Prambanan Temple.

**TAMAN SARI**  
Taman Sari, or usually called Taman Sari Water Castle is a site of a former royal garden of The Sultanate of Yogyakarta. Located around 2 kilometers south within the ground of Keraton Yogyakarta, it had multiple functions in the past such as a resting area, a workshop, a defense area, and a hiding place. It consists of four areas: a large artificial lake in the west, a bathing complex in the centre, a complex of pavilions and pools in the south and a smaller lake in the east.

**INDRAYANTI BEACH**  
Indrayanti Beach is located in Gunung Kidul district and along with Pindul Cave become the hottest tourism destinations in Yogyakarta now. It offers beautiful view with white sand, waves, and rock cliffs, as well as some restaurants serving coconut drinks and seafood. Tourists can also stay overnight in Indrayanti Beach since there are many gazebos with reasonable price for rent.

**GUA PINDUL**  
Gua Pindul (Pindul Cave) is one of the hottest tourism places in Yogyakarta. Located in Gunung Kidul district, around 50 kilometers from the centre of Yogyakarta, it offers beautiful view and cave tubing activities.

**MALIOBORO**  
Malioboro is the name of the most famous as well as the major shopping street in Yogyakarta. Located near other tourism spots like Keraton, Taman Sari, and Alun-Alun, this street is visited by thousand visitors everyday, especially on the weekend. There are many street cafes serving local cuisines like Gudeg, stalls selling various goods and merchandise, hotels and shopping centres along Malioboro Street.

**EMERGENCY CALL NUMBERS:**

POLICE : 110  
EMERGENCY CALL : 112  
AMBULANCE : 118  
SEARCH AND RESCUE : (0274) 587559  
FIRE-FIGHTERS : 113  
RED CROSS : (0274) 372176

Mr. Jim Gordon, a French businessman comes to Jogjakarta for business purposes. He stays in the Hyatt hotel for 5 nights. On the last day in Jogja, he wants to visit a tourism attraction in Jogja. He asks the reception staff of the hotel where to visit with some conditions as follow:

1. His hotel is located at the center of Jogjakarta
2. He wants to visit either a cultural attraction or a beach
3. If it is a beach, he wants one which takes less than three hour
4. If it is a cultural attraction, he does not want to go to a temple
5. He wants to go by either chartered car or bus, and if possible with a tour organizer

## C. HOMEWORK

### TASK 10

Pay attention to your hometown and its surrounding. Write down the description of it and perform it in front of the class later.

### TASK 11

Find information of a tourism place or event from the internet and compose a dialogue involving at least 4 expressions of asking for and giving suggestions using the information.

## D. REFLECTION

Did you learn much from this unit? Put a tick mark (✓) on the box according to how much you have learned.

Aspects	Little	Much	Very Much
Vocabulary			
Grammar building			
Analyzing texts (tourism posters)			
Using the expressions of asking for and giving suggestions in both spoken and written forms			

## E. SUMMARY

In this unit, you have learned:

Asking for Suggestions	Giving Suggestions
Do you have any ideas for me? Do you have any suggestions for me? What do you think of? Would you mind giving me your suggestion? Can you tell me where I should go? Can you suggest me?	You should + V1 It would be better if you + V1 You ought to +V1 I suggest you to +V1 I recommend you to +V1

In giving suggestion, one of the important aspect to consider is to give clear description to the people asking you for suggestion. The common term to describe things, places, etc is:

**S – infinitive/-s, -es / be1**

Examples:

Borobudur has a wonderful structure  
 It takes about 30 minutes to go there  
 Many tourists visit Borobudur in holiday seasons  
 People come to Malioboro with their family  
 Prambanan is a beautiful temple  
 There are ten terraces in Borobudur temple

### Pictures in this unit were taken from:

Cover : <http://sukatours.files.wordpress.com/>

Task 1 :  
1. <http://news.bbcimg.co.uk/>  
2. <http://carillon-beach.com/>  
3. <http://4.bp.blogspot.com/>  
4. <http://thinkvisual.files.wordpress.com/>  
5. <http://www.superioruniformgroup.com/>

Task 2 : <http://yogyes.com/>

Task 7 :  
1. <http://travels.patrik.com/>  
2. <http://www.embassyofindonesia.org/>  
3. <http://www.bubblews.com/>  
4. <http://static.panoramio.com/>  
5. <http://www.bubblews.com/>  
6. <http://www.wallsave.com/>  
7. <http://2.bp.blogspot.com/>  
8. Own documentation

Task 9 : <http://1.bp.blogspot.com/>

Task 10 : own made

## APPENDIX K

### The Results of Expert Judgement Questionnaire on the Third Draft of Materials

## I. The appropriateness of the content of the third draft of materials

### A. The relevancy of the content

No	Items	Mean	Category
1	The materials are appropriate to the learning goals	4.00	Agree
2	The materials developed are appropriate to the needs of hotel reception staff	4.00	Agree

### B. The depth of the content

No	Items	Mean	Category
3	The materials explore many texts which are relevant to the learners' daily lives	4.50	Strongly Agree
4	The materials elaborate the input texts in details	4.00	Agree
5	The materials generally provide clear explanations about linguistic features and meaning structures	4.00	Agree

### C. The accuracy of the content

No	Butir	Mean	Category
6	The materials provide the explanation about the expressions used in <i>asking for and giving help, asking for and giving direction, asking for and giving suggestions</i> in hotel and hospitality contexts	4.00	Agree
7	The texts given in the materials help the learners to understand the parts of <i>hotel reservation form, map, and tourism brochure</i>	4.00	Agree
8	The materials provide the explanation about how to use <i>modal verb, preposition of place, and simple present tense</i> correctly	4.00	Agree
9	The inputs (texts, tables, pictures, supplements, etc) of the materials were taken from sources relevant to the topic	4.00	Agree
10	The inputs (texts, tables, pictures, supplements, etc) of the materials were taken from the updated sources and relevant to the topic	4.00	Agree

## II. The appropriateness of the language of the third draft of materials

### A. The appropriateness to the learners' language development

No	Items	Mean	Category
1	The language used in the instruction is appropriate to the learners' cognitive development	4.00	Agree
2	The language used in the explanation is appropriate to the learners' cognitive development	4.00	Agree
3	The language used is appropriate to the learners' level of language proficiency	4.00	Agree

### B. The use of communicative language

No	Items	Mean	Category
4	The language used is presented clearly and understandable to the learners	4.25	Strongly Agree

### C. The accuracy of the language

No	Items	Mean	Category
5	The materials employ the correct and appropriate language use	4.00	Agree

### D. The sequencing and the unity of ideas

No	Items	Mean	Category
6	The materials presented in a unit design/task/sentence represent the sequence of conveying meanings and ideas	4.00	Agree
7	The texts presented in the materials represent the unity of ideas	4.00	Agree

## III. The appropriateness of materials presentation of the third draft of materials

### A. The technique of presentation

No	Items	Mean	Category
1	The materials consists of the introduction, main activities, evaluation, reflection, and summary sections presented consistently in all units	4.50	Strongly Agree
2	The tasks are presented equally in every unit	4.50	Strongly Agree
3	This third draft of materials presents the tasks developed based on the principles of materials development	4.50	Strongly Agree
4	The types of activities/tasks are presented variously	4.00	Agree

### B. Learning presentation

No	Items	Mean	Category
5	The presentation of tasks in the materials encourages learners' interactions in English	4.50	Strongly Agree
6	The tasks in the materials encourage the learners to participate actively in the classroom	5.00	Strongly Agree
7	The presentation of the tasks and materials encourages the learners to be autonomous learners	4.50	Strongly Agree
8	The materials encourage the learners to recognize their achievement as well as the weakness in learning English	4.50	Strongly Agree

## IV. The appropriateness of layout of the third draft of materials

### A. The layout of the content

No	Items	Mean	Category
1	The placement of the elements of the materials, i.e titles, introductions, illustrations in the beginning of every unit is consistent	4.75	Strongly Agree
2	The placement of the elements in every page follows a consistent pattern	4.50	Strongly Agree
3	The structure of the texts in the materials in the materials shows a distinct separation in the end of paragraphs	4.50	Strongly Agree

### B. The illustration of the content



No	Items	Mean	Category
4	The illustrations given in the materials are able to improve learners' understanding of the information	4.75	Strongly Agree
5	The illustrations have the proportional size so it provides the accurate image of the intended object	4.50	Strongly Agree
6	In general, the illustrations are suitable for the topic of the study	4.50	Strongly Agree

### C. The typography of the content

No	Items	Mean	Category
7	The materials do not use too many types of fonts ( <i>font</i> )	4.50	Strongly Agree
8	The materials use eligible fonts	4.50	Strongly Agree
9	The materials use the variation of letters ( <i>bold, italic, capital</i> ) to differentiate the levels and stress the important information in the text	3.50	Agree

## APPENDIX L

### Validation

## SURAT REKOMENDASI VALIDASI

Yang bertanda tangan di bawah ini:

Nama : ARI PURNAWAN, S.Pd, M.Pd, M.A  
NIP : 19710123 200112 1 002  
Institusi : JURUSAN PENDIDIKAN BAHASA INGGRIS, FBS, UNY  
Bidang keahlian : MATERIALS EVALUATION

Menyatakan bahwa **English Course Book for the Reception Staff of Hotel Vidi Yogyakarta** dari mahasiswa:

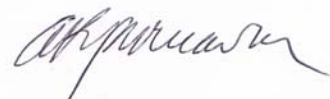
Nama : SEPTIAN DAMAKA A.  
NIM : 08202244053

~~Belum layak/layak/layak~~ dengan syarat\* menambahkan beberapa saran berikut:

menperbaiki / merevisi cpt saran  
yg ada di naskah

Demikian surat rekomendasi ini kami buat untuk dapat digunakan seperlunya.

Evaluator/Validator



ARI PURNAWAN, S.Pd, M.Pd, MA

NIP 19710123 200112 1 002

\*coret yang tidak perlu

APPENDIX M

The Final Draft of Materials

## UNIT 1

**“Good morning! Welcome to the Grand Park Hotel!”**

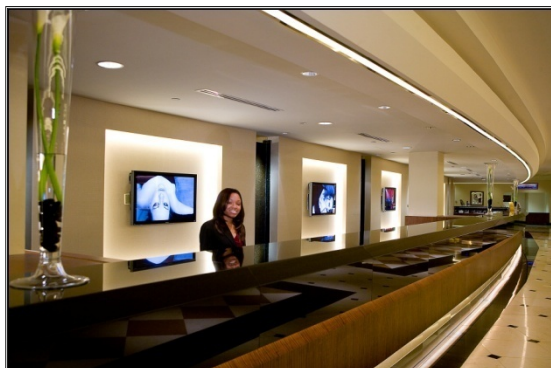


By learning this unit, the learners are expected to understand the basic terms of hotel and hospitality especially things related to hotel check-in. This unit covers several tasks which will guide the learners from very basic things up to independent construction of texts which include expressions of asking and offering help, hotel check-in procedures, and level of politeness. Provided with authentic materials, by the end of this unit, the learners are expected to perform the correct ways of dealing with guests in the real world.

## A. LEAD-IN

### TASK 1

Listen to the dialogue and answer the questions below.



1. What is the dialogue about?
2. What are the speakers in the dialogue?
3. What is the name of the hotel in the dialogue?
4. When is the check-in date of the guest in the recording?
5. How much does the room in the dialogue cost per night?

## B. LESSON PROPER

### TASK 2

Listen to the pronunciation and repeat after the teacher. Then find the meanings of the words below.

Words	Phonetic Transcriptions	Meanings
Adjoining (Rooms)	/ə' dʒɔɪ.nɪŋ/	
Bellboy	/'bel.bɔɪ /	
Book	/bʊk/	

Check-in	/ˈtʃek.ɪn/	
Check-out	/ˈtʃek.aʊt/	
Deposit	/dɪˈpɒzɪt/	
Front desk	/frʌnt, desk/	
Inn	/ɪn/	
King-size (bed)	/ˈkɪŋ.saɪz/	
Lobby	/ˈlɒb.i/	
Rate	/reɪt/	
Reservation	/ˌrezəˈveɪʃən/	
Room service	/ru:m, ˈsɜː.vɪs/	
Valet	/ˈvæl.eɪ/	
Wake up call	/ˈweɪk.ʌp, kɔːl/	

## TASK 3

Listen to the dialogue and fill in the blanks.

Guest : Hi. I have a (1)\_\_\_\_\_ for tonight.

Receptionist : And your name?

Guest : It's Nelson. Charles Nelson.

Receptionist : Okay. Mr. Nelson. That's a room for five, and . . .

Guest : Excuse me? You mean a room for five dollars? I didn't know the special was so good.

Receptionist : No, no, no. According to our records, a room for five guests was (2)\_\_\_\_\_ under your name.

Guest : No. No. Hold on. There must be some (3)\_\_\_\_\_.

Receptionist : Okay. Let's check this again. Okay, Mr. Charles C. Nelson for tonight . . .

- Guest : Ah. There's the problem. My name is Charles Nelson, not Charles C. Nelson. [Uhh] You must have two (4)\_\_\_\_\_ under the name.
- Receptionist : Okay. Let me check this again. Oh. Okay. Here we are.
- Guest : Yeah.
- Receptionist : Charles Nelson. A room for one for the 19th . . .
- Guest : Wait, wait! It was for tonight. Not tomorrow night.
- Receptionist : Hum. Hum. I don't think we have any rooms for tonight. There's a (5)\_\_\_\_\_ going on in town, and uh, let's see. Yeah, no rooms.
- Guest : Ah come on! You must have something. Anything.
- Receptionist : Well. We do have some rooms under (6)\_\_\_\_\_ with just a roll-a-way bed. [U-hh] None of the normal (7)\_\_\_\_\_ like a TV or working shower or toilet.
- Guest : Ah man. Come on. There must be something else.
- Receptionist : Well. Let, let me check my computer here. Ah!
- Guest : What?
- Receptionist : There has been a (8)\_\_\_\_\_ for this evening. A honeymoon suite is now available.
- Guest : Great. I'll take it.
- Receptionist : But I'll have to charge you two hundred fifty dollars for the night.
- Guest : Ah. Man. I should get a discount for the (9)\_\_\_\_\_.
- Receptionist : Well. The best I can give you is a ten percent discount plus a ticket for a free continental breakfast.
- Guest : Hey. Isn't the breakfast free anyway?
- Receptionist : Well, only on weekends.
- Guest : I want to talk to the manager.
- Receptionist : Wait, wait, wait Mr. Nelson. I think I can give you an additional 15 percent(10)\_\_\_\_\_ and I'll throw in a free room for the next time you visit us.
- Guest : That I'll be a long time.

## GRAMMAR FOCUS

From the dialogue above, you can see some expressions in bold. Those expressions are **asking for** and **offering help**. In the table below, you can see some other expressions of asking for and offering help.



Asking for Help	Offering Help
Would you do me a favor?	Would you like some help?
Would you mind giving me a hand?	May I help you?
Could you give me a hand?	What can I do for you?
I need some assistance, please!	Can I help you?
Can you help me?	Do you need some help?

In the previous tasks and also in the expressions above, you find a lot of words **would, could, will, can, and may**. They are called **modal verbs**. The common pattern of a sentence using a modal verb is

S – Modal – infinitive

If you want to make a question using modal verbs, you just need to use the modal verbs as the auxiliary.

Example:

- I can help you bring the bag (statement)
- Can you help me bring the bag? (question)
- I will go to the bus station tomorrow (statement)
- Will you go to the bus station tomorrow? (question)

### Did You Know?

One of The Strip's most photographed hotels, the Bellagio Las Vegas is a glass-and-marble homage to the Italian lakefront city of Bellagio. It opened in 1998 at a cost of \$1.6 billion and added a \$375 million Spa Tower in 2004

## TASK 4

Listen to the dialogue and write down the expressions of asking for and offering help contained in it.

## TASK 5

In pairs, compose spoken sentences while the other student compose questions based on the pictures randomly drawn and verbs decided by the teacher. Make sure to use the modal verb formula.

Example

The teacher draws a picture of



and mentions verb “call”

Student 1 says “the receptionist **will call** the valet soon.”

Student 2 says “**will** the receptionist **call** the valet?”



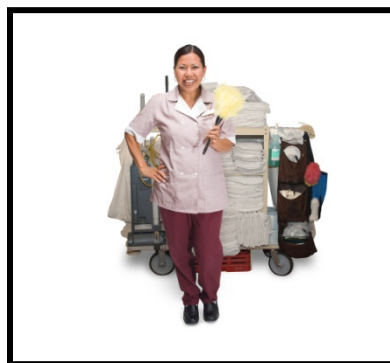
Room key



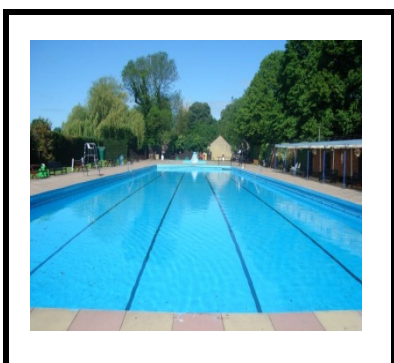
luggage



**bellboy**



**Room service**



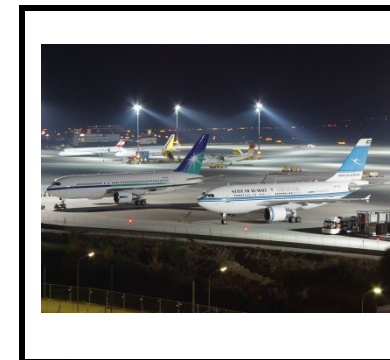
**Swimming pool**



**gym**



**salt**



**airport**

# TASK 6

Using the information contained in the table below, give brief explanations about the rates and facilities about rooms written on the following cards in front of the class. The room will be randomly decided by the teacher.

You can use:

The price of the . . . room is. . . .(to explain the price)

The . . . room costs. . . a night. (to explain the price)

It has. . . .(to explain the facilities)

There are. . . in the . . . room.(to explain facilities)

The . . . room fits for. . . people.(to explain the capacity)

. . . people can stay in the . . . room.(to explain capacity)

And other ways to explain it!

## Example

The teacher draws 'Villa' card.

The student, "the Villa" rooms are the most luxurious rooms available in Bellagio Hotel Las Vegas. Each room fits for 6 people with extra bed. The price is US\$ 750 per night, without the tax. It is a two story room with one bed room in each story and a king size bed in each room. You can watch your favourite channels in a 40" LED TV provided in each room. The Villa rooms also has a mini bar where you can have some beverages and a personal butler who take a very good care of you. There are also other facilities such as private balcony, bathroom with jacuzzi, private dinning room and a direct access to the casino in those rooms which will make your stay unforgettable.

BELLAGIO HOTEL LAS VEGAS NEVADA			
Room Rates			
Rooms	Rates	Facilities	Notes
Villa	US\$ 750	<ul style="list-style-type: none"> <li>- Two story room with one bed room in each story</li> <li>- King size bed in each room</li> <li>- Mini bar</li> <li>- 40" LED 3D TV in each</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 6 people with extra bed</li> </ul>

		<ul style="list-style-type: none"> <li>room</li> <li>- Balcony with view to the fountain in the upstairs</li> <li>- Bathroom with bath tube and jacuzzi</li> <li>- 24 hour butler service</li> <li>- Private dinning room</li> <li>- Direct shortcut to the casino</li> </ul>	
Royal Suite	US\$ 600	<ul style="list-style-type: none"> <li>- One story room with two bed rooms</li> <li>- One king size bed in each room</li> <li>- Mini bar</li> <li>- 40" LED 3D TV in each room</li> <li>- Balcony with view to the fountain</li> <li>- Bathroom with bath tube and jacuzzi</li> <li>- 24 hour butler service</li> <li>- Private dinning room</li> <li>- Direct shortcut to the casino</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 6 people with extra bed</li> </ul>
Suite	US\$ 550	<ul style="list-style-type: none"> <li>- One story room with one bed room</li> <li>- One king size</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 3 people with extra bed</li> </ul>

		<ul style="list-style-type: none"> <li>bed</li> <li>- Mini bar</li> <li>- 40" LED 3D TV in each room</li> <li>- Balcony with view to the fountain</li> <li>- Bathroom with bath tube and jacuzzi</li> <li>- Private dinning room</li> </ul>	
Deluxe	US\$ 450	<ul style="list-style-type: none"> <li>- One story room with one bed room</li> <li>- One king size bed</li> <li>- Mini bar</li> <li>- 40" LED 3D TV</li> <li>- Bathroom with bath tube and jacuzzi</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 3 people with extra bed</li> </ul>
Family	US\$ 350	<ul style="list-style-type: none"> <li>- One story room with two bed rooms</li> <li>- One king size bed in each room</li> <li>- 40" LED TV in each room</li> <li>- Bathroom with bath tube in each room</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 6 people with extra bed</li> </ul>
Standard	US\$ 200	<ul style="list-style-type: none"> <li>- One story room with one bed room</li> <li>- One king size bed</li> <li>- 40" LED TV</li> </ul>	<ul style="list-style-type: none"> <li>- Fits for 3 people with extra bed</li> </ul>

		- Bathroom with bath tube	
--	--	---------------------------------	--

- The rates above are subjects to 10% tax
- All rooms are fully air-conditioned
- The rates above already include breakfast
- Extra beds cost US\$ 30 per night

Villa

Royal Suite

Suite

Deluxe

Family

Standard

## TASK 7

In pairs, use the information in the previous task to perform a phone dialogue in order to complete the instructions contained in the following cards.

Find out the rate of the suite room

Find out the facilities in the deluxe room

Find out the cheapest room for 6 people


Find out the cheapest room for 3 people

Find out the total cost for 3 nights in the Villa room

Find out the total cost for 4 nights in the royal suite room with 2 extra beds

# TASK 8

Study the reservation form below and answer the following questions.

  
**GRAND PARK**  
 CITY HALL  
 Grand Park City Hall, 10 Coleman Street, Singapore 179809  
 Phone : 65 63363456 www.parkhotelgroup.com

**HOTEL RESERVATION FORM**

No: VH467599

**Personal Particulars**

Name (~~Prof / Dr / Mr / Mrs / Ms~~) Daniel Ocean Passport No. E767509

Designation \_\_\_\_\_ Organisation \_\_\_\_\_

Address Cupertino, CA 94043

Telephone \_\_\_\_\_ Fax \_\_\_\_\_ Email ocean.daniel@gmail.com (Compulsory)

Sharer Name \_\_\_\_\_ Passport No. \_\_\_\_\_

**Accommodation Details**

Arrival Date August 12th 2013 Flight No. EM141261 Arrival Time 02.00PM

Departure Date August 15th 2013 Flight No. EM141583 Departure Time 03.00PM

☒ Superior Room Single / ~~Twin~~ at S\$200.00++ per room per night (with internet access)  
☐ Deluxe Room Single / Twin at S\$230.00++ per room per night (with internet access)  
☐ Breakfast S\$20.00++ per person per day  
☐ Smoking ☒ Non-Smoking

Above room rates are subject to 10% service charge and 7% GST

Number of Rooms : 1

Method of Payment : Participants are responsible for settling their own bills directly with the hotel upon check-out.

Credit Card to Guarantee : ~~Amex / Visa~~ / Mastercard / ~~Others~~ / ~~AGB~~ (Please select)

Credit Card Number : 768990546 Exp. Date : 2016

Signature : \_\_\_\_\_ 3 Digit Security No. : \_\_\_\_\_

**No-Show / Cancellation**  
 Any cancellations or amendments must be made before 4pm (local time) 1 day prior to the date of arrival. Otherwise a Cancellation fee/ No-show charge equivalent to the room rate for the first night will be levied. Standard check-in time is after 1400 hours and check-out time is at 1200 hours. Early check-in is subject to availability.

10 Coleman Street Singapore 179809 Tel: (65) 6336 3456 Fax: (65) 6339 9311  
 Email: info.gpch@parkhotelgroup.com www.parkhotelgroup.com Co.Reg. No. 49011600X

1. How long does Mr. Daniel Ocean stay in the Grand Park Hotel?
2. What city does Mr. Daniel Ocean come from?
3. What kind of room does Mr. Daniel Ocean stay in the Grand Park Hotel?
4. Including the tax, how much does Mr. Daniel Ocean have to pay in total?
5. If he arrives in Singapore at 7.00 AM, how long approximately does Mr. Daniel Ocean have to wait until he can normally enter his room?



## TASK 9

Based on the information provided in the previous task, compose a dialogue containing the expressions of asking for and offering help.


## TASK 10

Based on the information below, fill the reservation form below and make a dialogue of your own using at least 4 expressions of asking for and offering help and perform it in front of the class, in pairs.

Mr. Rusty Ryan is an American. He lives in 1600 Amphitheatre Pkwy, Mountain View, CA 94043 phone (650) 253-0000. He works in the Wayne Enterprise as the Chief Operational Manager and comes to Hong Kong in March 16<sup>th</sup> 2014 for a business purpose. He wants to stay in the Panorama Hotel for 7 nights in a non-smoking, single bed room with a view to the harbour. He plans to pay using his Mastercard with serial number 464699046 which is expired in 3 years from the moment he makes the reservation. He also wants to be picked up in the airport by the hotel and have a wake up call at 6.30 in the first morning.

### For Your Information!

Shaking hands was introduced to Fiji in the 19th century by way of Tonga, and quickly became the established custom. An affectionate handshake can be very long, and may even last throughout an entire conversation. - From the Lonely Planet South Pacific Phrasebook

	<p><b>WAYNE ENTERPRISE INTERNATIONAL BUSINESS CONFERENCE</b>  <b>Hong Kong, March 17th-21st 2014</b></p> <p><b>Reservation Order</b></p> <p>Please return to:  <b>Ms Sara Mok, Assistant Sales Manager</b>  <b>Hotel Panorama by Rhombus</b>  <b>8A Hart Avenue, Tsimshatsui, Kowloon, Hong Kong</b>  <b>Phone: (852) 3550 0621 Fax: (852) 2311 5507</b>  <b>E-mail: sara_mok@rhombusinternational.com</b></p>									
<p><b>BOOKING DETAILS:</b></p> <p>Last Name (Mr/Mrs/Miss): _____ First Name: _____</p> <p>Arrival Date: _____ Flight: _____ Time: _____</p> <p>Department Date: _____ Flight: _____ Time: _____</p>										
<p><b>GUEST DETAILS:</b></p> <p>Title: _____ Company: _____</p> <p>Address: _____</p> <p>State/Country: _____ Zip/Postal Code: _____</p> <p>Telephone: _____ Fax: _____</p> <p>Email: _____</p>										
<p><b>PLEASE RESERVE:</b> (Please tick the appropriate box)</p> <table border="0"> <tr> <td></td> <td>Single</td> <td>Double</td> </tr> <tr> <td>_____ Superior Silver upgrade to Superior Gold (Harbour View) at</td> <td><input type="checkbox"/> HK \$ 888</td> <td>/ <input type="checkbox"/> HK \$988</td> </tr> <tr> <td>_____ Superior Platinum (Harbour View with Rhombus Club privileges) at</td> <td><input type="checkbox"/> HK \$1,488</td> <td>/ <input type="checkbox"/> HK \$1,688</td> </tr> </table> <p>Preference: <input type="checkbox"/> Smoking <input type="checkbox"/> Non-smoking Remarks: _____</p> <ul style="list-style-type: none"> <li>• Daily Buffet Breakfast is included in the about room rates.</li> <li>• Limousine and Shuttle Bus Services are available at HK\$550 per car per single journey and HK\$130 per seat one way respectively.</li> <li>• Above rates are subject to a 10% service charge and 3% government tax per room per night.</li> <li>• If the specific room type is full, we will reserve the next category of rooms available.</li> </ul>			Single	Double	_____ Superior Silver upgrade to Superior Gold (Harbour View) at	<input type="checkbox"/> HK \$ 888	/ <input type="checkbox"/> HK \$988	_____ Superior Platinum (Harbour View with Rhombus Club privileges) at	<input type="checkbox"/> HK \$1,488	/ <input type="checkbox"/> HK \$1,688
	Single	Double								
_____ Superior Silver upgrade to Superior Gold (Harbour View) at	<input type="checkbox"/> HK \$ 888	/ <input type="checkbox"/> HK \$988								
_____ Superior Platinum (Harbour View with Rhombus Club privileges) at	<input type="checkbox"/> HK \$1,488	/ <input type="checkbox"/> HK \$1,688								
<p><b>RESERVATIONS GUARANTEE:</b></p> <p>Credit Card with expiry date is required at the time of booking.</p> <p>Credit Card details:</p> <p><input type="checkbox"/> American Express <input type="checkbox"/> Diners Club <input type="checkbox"/> Mastercard <input type="checkbox"/> Visa <input type="checkbox"/> JCB</p> <p>Card Holder: _____ Expiry Date: _____</p> <p>Card No: _____ Signature: _____</p>										
<p><b>TERMS &amp; CONDITIONS:</b></p> <ul style="list-style-type: none"> <li>• All reservations are subject to hotel availability upon confirmation.</li> <li>• Extension of stay will be subject to availability and at the prevailing rates.</li> <li>• For guaranteed reservation, any amendment and cancellation can be made 48 hours prior 4p.m. to the date of arrival. Otherwise, one night room rental equivalent will be charged for any no show, late cancellation or amendment</li> <li>• Non-guaranteed reservation(s) will be released after <u>Monday, March 11th 2014</u> without further notice.</li> <li>• Check-in time is after 2:00 pm. Check-out time is before 12:00 noon.</li> </ul>										
<p><b>For hotel use:</b> Confirmation number: _____ Confirmed by: _____ Date: _____</p>										

## C. HOMEWORK

### TASK 11

Find a dialogue of a hotel check-in process and analyze the expressions of asking for and offering help and write a dialogue of your own using the same expressions.

### TASK 12

In pairs, compose a dialogue of hotel check-in process and record the conversation.

## D. REFLECTION

Did you learn much from this unit? Put a tick (✓) mark on the box according to how much you have learned.

Aspects	Little	Much	Very Much
Vocabulary			
Grammar building			
Analysing texts (Reservation Form)			
Using the expressions of asking for and offering help in both spoken and written forms			

## E. SUMMARY

In this Unit, you have learned:

Asking for Help	Offering Help
Would you do me a favor?	Would you like some help?
Would you mind giving me a hand?	May I help you?
Could you give me a hand?	What can I do for you?
I need some assistance, please!	Can I help you?
Can you help me?	Do you need some help?

The pattern of modal verbs to compose expressions of asking for and offering help

**S – Modal – infinitive**

Example:

- I can help you bring the bag (statement)
- Can you help me bring the bag? (question)
- I will go to the bus station tomorrow (statement)
- Will you go to the bus station tomorrow? (question)

Pictures in this unit were taken from:

Cover : <http://continentalhotels.ro/>

Task 1 : <http://www.larryhanna.com/>

Task 5 :

1. <http://c1.zzounds.com/>
2. <http://fc04.deviantart.net/>
3. <http://gwydir.demon.co.uk/>
4. <http://gwydir.demon.co.uk/>
5. <http://www.propofs.com/>
6. <http://austincoppock.com/>
7. <http://4vector.com/>
8. <http://blogs.plos.org/>
9. <http://www.citylinkminicab.com/>

Task 10 : <http://www.docstoc.com/>

Task 12 : <http://www2.mae.cuhk.edu.hk/>

## UNIT 2

“Do you have any idea where the bus station is?”



In this unit, the learners will learn how to give directions in English. They are expected to learn the expressions of asking for and giving directions, as well as the related vocabularies. They will also learn how to read a map and practice how to give directions using the maps. The tasks in this unit will help them explore their knowledge, starting from the introductory tasks up to the very independent construction of the texts, both spoken and written.

## A. LEAD-IN

### TASK 1

Listen to the dialogue and answer the questions below.

1. What does the guest ask from the receptionist?
2. Is there any ATM machine in the hotel?
3. How long it takes to get to the ATM corner from the hotel?



## B. LESSON PROPER

### TASK 2

Write down the vocabularies pronounced by the teacher and find the meanings.

Words	Phonetic Transcription	Meanings
	/ə' krɒs/	
	/bɪ' saɪ d/	
	/bɪ' twiː n/	
	/'krɒs.rəʊdz/	
	/left/	
	/nɪə r/	
	/'ɒp.ə.zɪ t/	
	/raɪt/	
	/'saɪ n.pəʊst/	
	/'tiː , dʒʌŋk.ʃ ə n/	
	/tɜː n/	

## TASK 3

Listen to the dialogue and fill in the blanks.

Tourist : Excuse me. Is there any (1)\_\_\_\_\_ transportation I can use to get to Malioboro street?  
 Pedestrian : Yes, there is a bus station (2)\_\_\_\_\_ here.  
 Tourist : Could you tell me how to get there?  
 Pedestrian : Go straight on this (3)\_\_\_\_\_. Take a right turn on the second crossroads. Follow the street until you find a T-junction. Turn left on the T-junction. The bus station is (4)\_\_\_\_\_ a petshop.  
 Tourist : How long it (5)\_\_\_\_\_ to get there?  
 Pedestrian : approximately 10 minutes.  
 Tourist : Thank you very much!  
 Pedestrian : You're welcome!

## GRAMMAR FOCUS

In the previous tasks, you must have heard so many expressions such as *go straight, go along, follow, turn right, etc.* Those expressions are used to *give directions*. In this task you will study some expressions of *asking for* and *giving directions*. Study the examples of the expressions of asking for and giving directions in the table below and then pronounce them aloud!

Asking for Directions	Giving Directions
Would you mind showing me...?	Go straight <i>this street/this way</i>
Could you tell me how to get to...?	Go along <i>this street/this way</i>
Do you know where...is?	Go pass <i>the market/petshop etc</i>
Can you tell me where...is?	Take a <i>left/right</i> turn
Do you have any idea how to get to...?	Turn <i>left/right</i>

Besides the expressions above, another important point in asking for and giving direction is the **prepositions of place**. It involves **in**, **on**, and **at**. Below are the explanation of each preposition and some examples of the use.

"in" is for an enclosed space or a place which has volume or area  
 "on" is for a place which is seen as a surface or a line  
 "at" is for a place when the exact position is not very important



Examples

In	On	At
In Sesame street	On your left	At the end of the road
In a room	On the floor	At the crossroads
In your pocket	On your mind	At the corner

## TASK 4

Listen to the dialogue and write down the expressions of asking for and giving directions contained in the dialogue.

## TASK 5

Try to practice asking for directions orally based on the following cards. The cards will be randomly decided by the teacher.

Example.

The Atlantic City  
Hotel

The teacher draws the Atlantic City Hotel card.

The learner says "excuse me! Can you show me how to get to the Atlantic City Hotel?"

School

Post Office

Police Office

Bank

Bus Shelter

Chinese Restaurant

Mc Donalds

Gym

Theater

Swimming Pool

Drugstore

Convenience Store

City Hall

Mall

Food Court

## TASK 6

In pairs, choose one of the pictures below and take turn to give oral directions. One student decides the starting and finish points while the other student give oral directions from the starting point to the finish point.

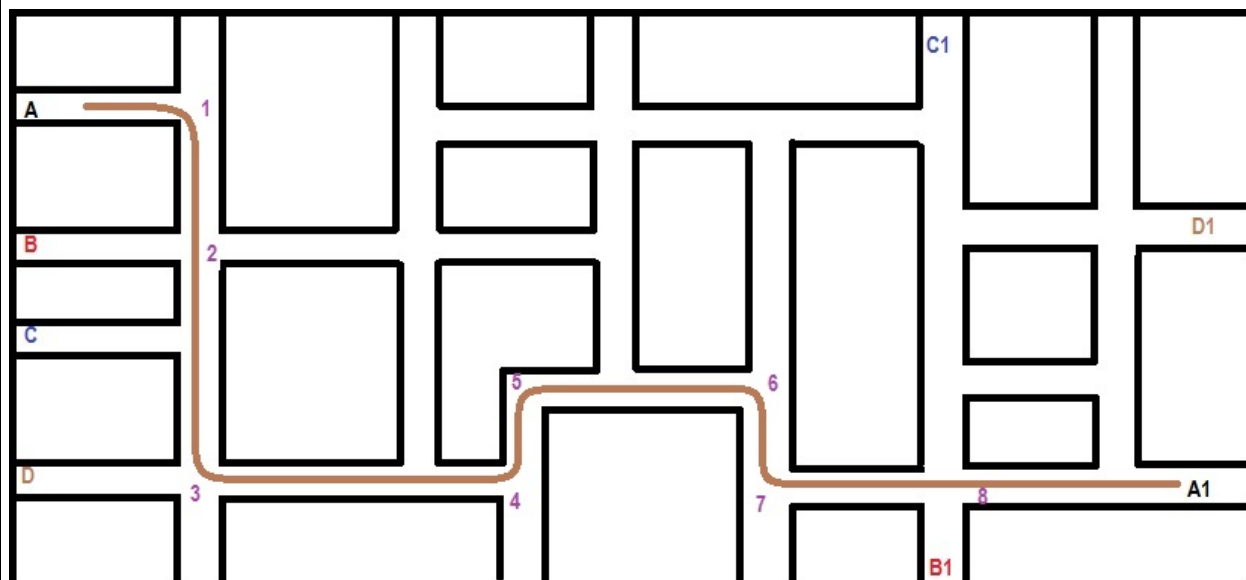
Example.

Picture 1

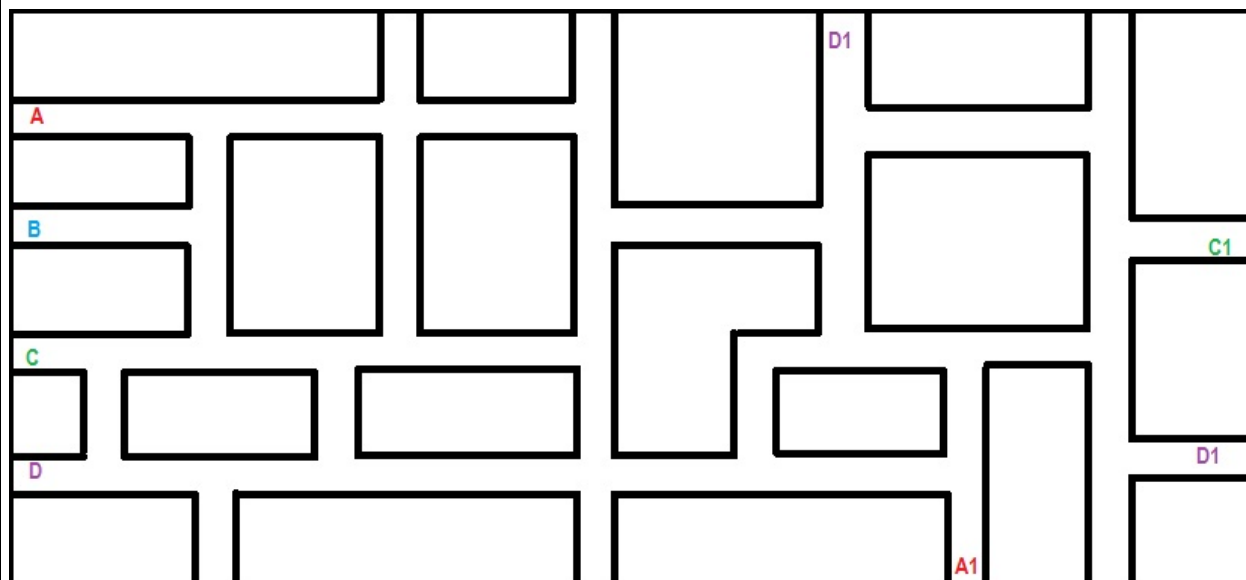
Student 1 says “start at A and finish at A1.”

Student 2 says “turn left in the t-junction, go along the way and take left turn in the crossroads. Go along the way and turn left in the second t-junction and then turn right. Turn right in the second t-junction and take left turn in the next t-junction and then just go along the way.

Picture 1.



Picture 2

**For Your Information!**

In Japanese baths, called onsen, always wash first before entering the water.  
The water is considered fouled if someone does not do this, kind of like the

American equivalent of peeing in a pool. Also, use a wash cloth to cover your private bits and pieces. - From the Lonely Planet Japan travel guide

## TASK 7

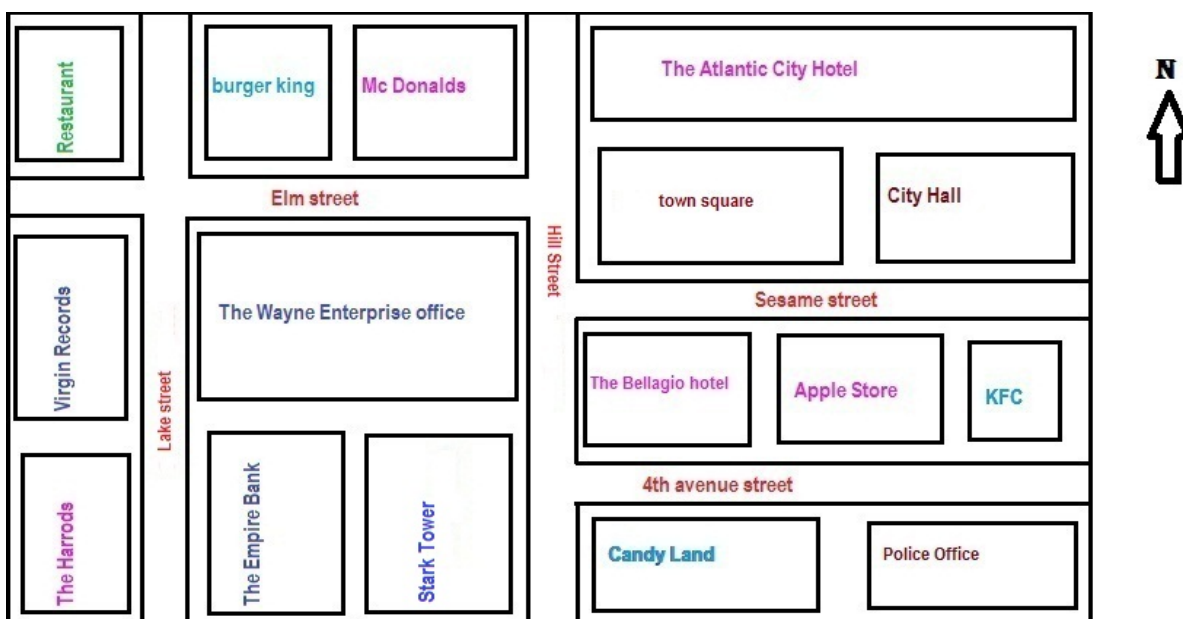
Based on the map below, show the locations of the places in the cards. The teacher will randomly draw the cards and decide the prepositions of places to be used.

Example.

**Burger King**

(the teacher draws **Burger King** card, and asks the learner to use “next to”)

The learner says “**Burger King** is located next to Mc Donalds.”



Restaurant

Virgin Records

The Harrods

Mc Donalds

The Wayne  
Enterprise

The Empire Bank

Stark Tower

The Atlantic City  
Hotel

Town Square

City Hall

The Bellagio Hotel

Apple Store

KFC

Candy Land

Police Office

# TASK 8

Using the map, compose a paragraph containing the expressions of asking for and giving directions to show the locations of the places in the cards. The cards and the starting point will be randomly decided by the teacher.

Teacher draws **petshop** and decides **X1**

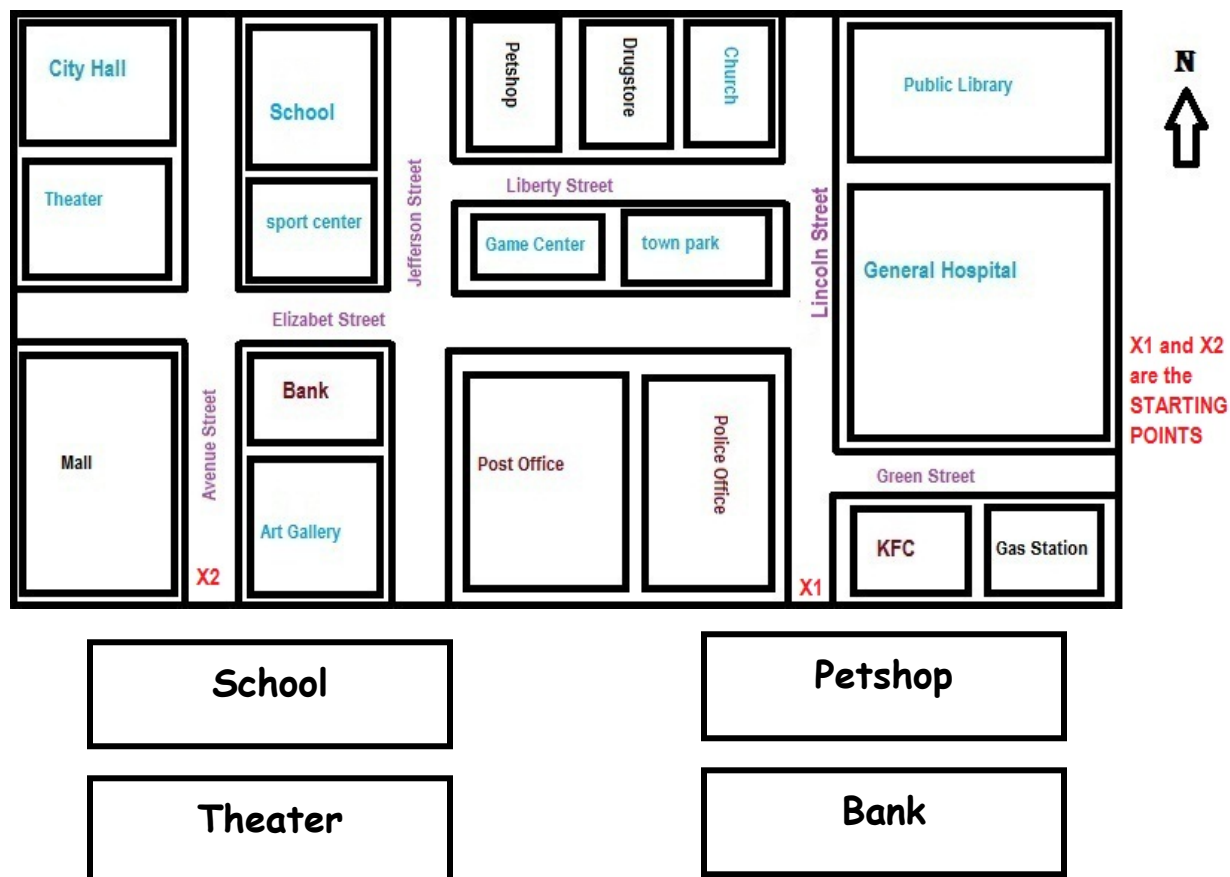
Students write :

Mr. Willy : "excuse me! Can you show me how to get to the nearest petshop?"

Ms. Anna : "sure! Just go along Lincoln street and turn left on the third t-junction! The petshop is the third building on your right."

Mr. Willy : "thank you!"

Ms. Anna : "don't mention it."



Game Center

Drugstore

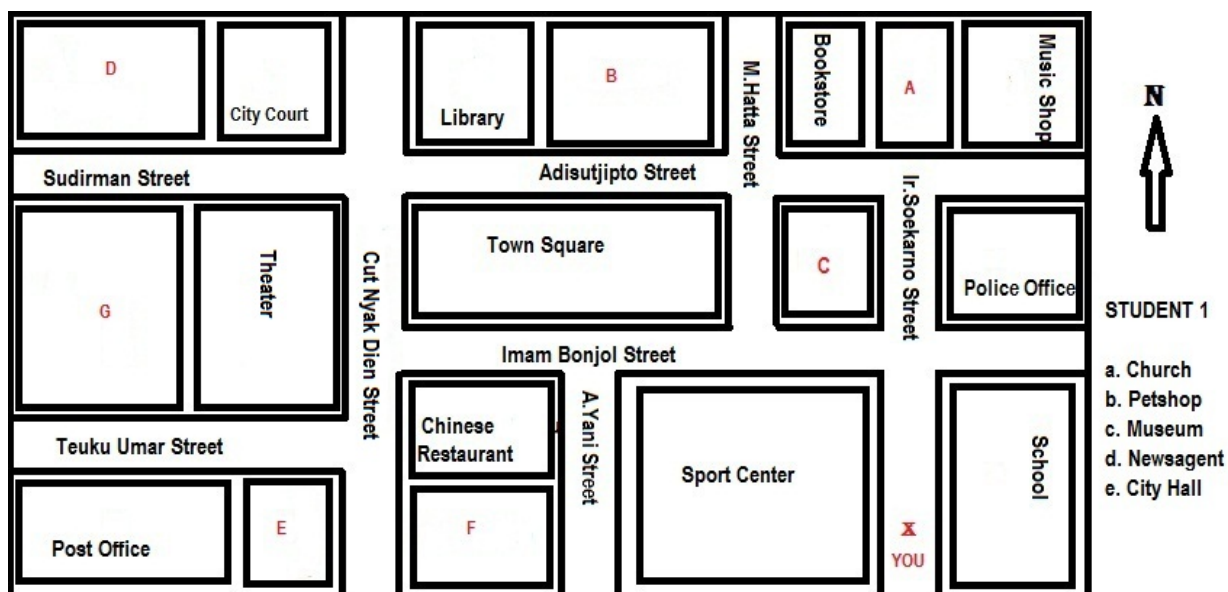
Art Gallery

Church

## TASK 9

In pairs, use the expressions of asking for and giving directions to find the places below and perform it in front of the class.

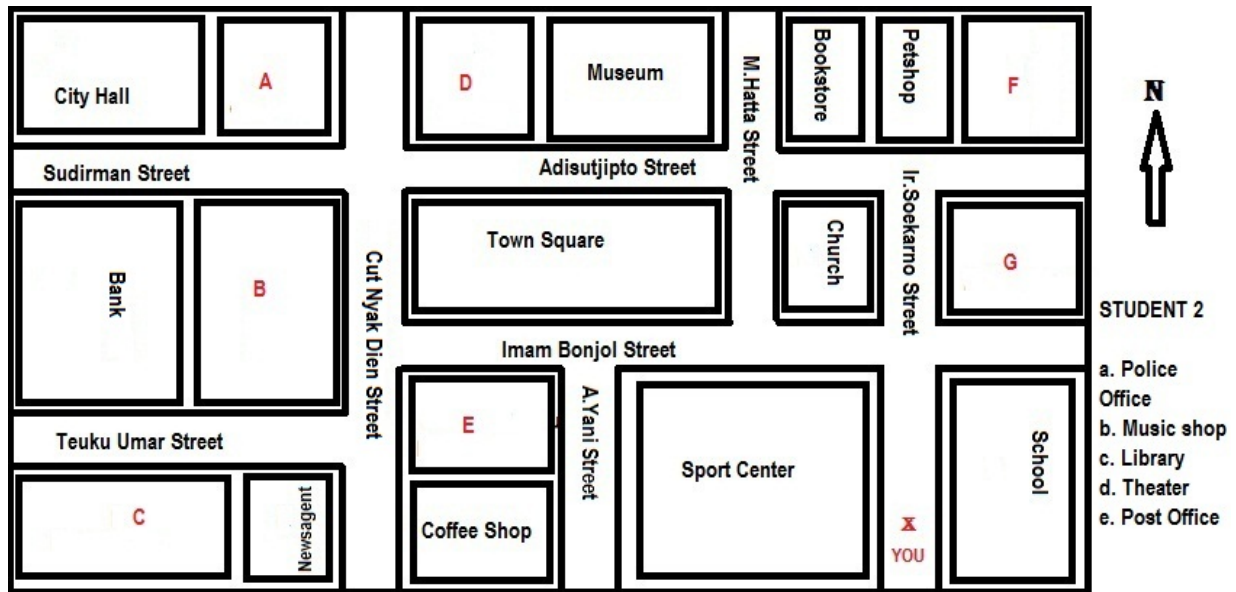
a. Student 1



Did you know?

The Palmer House was the first hotel in Chicago to install electric lights and telephones in its guest rooms (in 1880 for the Republican National Convention)  
- From FODOR'S TRAVEL

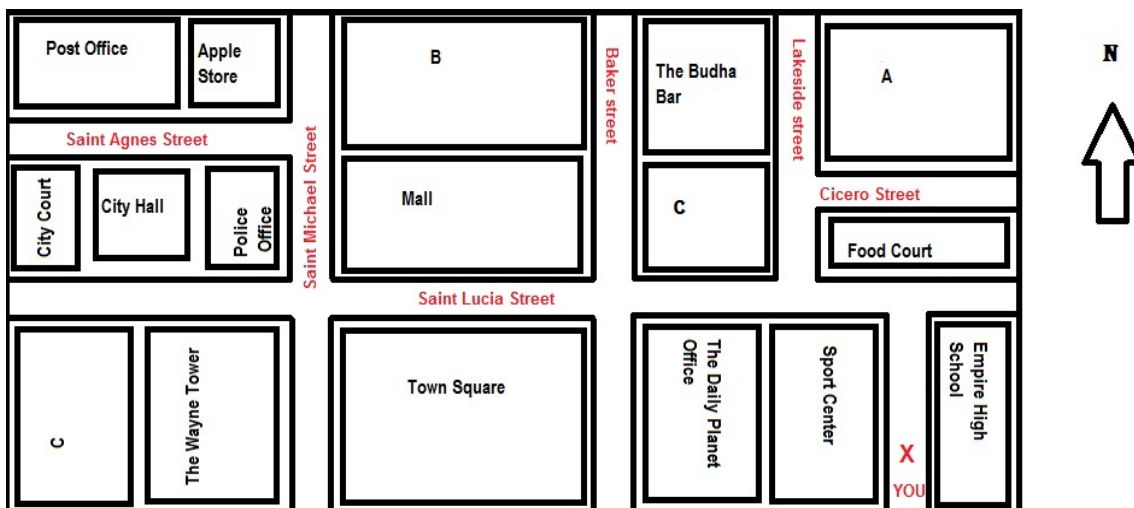
b. Student 2



## C. HOMEWORK

### TASK 10

Based on the map below, compose a dialogue containing expressions of asking for and giving directions using the information provided.



1. The Theater is located next to The Buddha Bar and across The Daily Planet office.
2. The Hilton hotel is located opposite Apple Store and next to Mall
3. The Aquadome is located across The Buddha Bar and opposite Food Court.

## TASK 11

In pairs, draw your own map and compose a dialogue containing expressions of asking for and giving directions and record your performance.

### D. REFLECTION

Did you learn much from this unit? Put a tick mark (✓) on the box according to how much you have learned.

Aspects	Little	Much	Very Much
Vocabulary			
Grammar building			
Analysing texts (Maps)			
Using the expressions of asking for and giving directions in both spoken and written forms			



## E. SUMMARY

In this unit, you have learned:

Asking for Directions	Giving Directions
Would you mind showing me...?	Go straight <b>this street/this way</b>
Could you tell me how to get to...?	Go along <b>this street/this way</b>
Do you know where...is?	Go pass <b>the market/petshop etc</b>
Can you tell me where...is?	Take a <b>left/right</b> turn
Do you have any idea how to get to...?	Turn <b>left/right</b>

Using prepositions of place to compose expressions of asking for and giving directions

"in" is for an enclosed space or a place which has volume or area  
 "on" is for a place which is seen as a surface or a line  
 "at" is for a place when the exact position is not very important

Pictures in this Unit were taken from :

Cover : <http://us.123rf.com/>

Task 1 : <http://freerealestateeducation.com/>

## Unit 3

**“I suggest you to visit Prambanan Temple, Sir!”**



In this unit, the learners will learn about asking for and giving suggestions. This unit provides some examples of dialogues containing expressions of asking for and giving suggestions. The learners will also learn to read a tourism brochure and to give suggestions based on a certain information contained in the brochure.

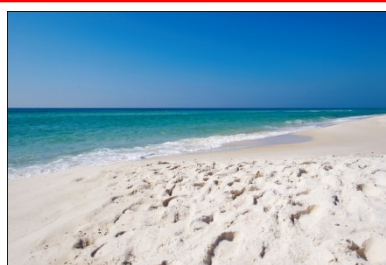
## A. LEAD-IN

### TASK 1

Match pictures with names below.



1.



2.



3.



4.



5.

Temple      Chinatown      Zoo  
Carnival      Beach  
Cave      Amusement Park      Mall

## B.LESSON PROPER

### TASK 2

Write down the vocabularies pronounced by the teacher and compose sentences using those vocabularies.

Words	Phonetic Transcription	Examples
	/ə' træk.ʃ ə n/	
	/ə' mju: z.mənt, pɑ: k/	
	/'sɪ t.i, tʊər/	
	/,daʊn' taʊn/	
	/ɪk' skɜ: ʃ ə n/	
	/haɪ /'si: .z ə n/	
	/'her.ɪ.tɪ dʒ/	
	/,pʰ pi: k/	
	/'aʊt, dɔ: r/	
	/'vɪ zɪ.tə r/	

### TASK 3

Listen to the dialogue and answer the questions below.

1. What kind of place is the guest interested in?
2. What is the first place the receptionist suggests to the guest?
3. Does the guest agree with the receptionist first suggestion? Why?
4. What makes Bodobudur worth to visit?
5. How long does it take from the hotel to Borobudur?

### GRAMMAR FOCUS

if you pay attention to the previous tasks, you will find some expressions used for several times. You can find some expressions such as *do you have any suggestion, can you suggest me* etc. Those expressions are commonly used to *ask for suggestions*. While expression like *you should, it'd be better to, etc* are used to *give suggestions*. Here are some expressions of asking for and giving direction commonly used by English speakers. Pay attention to them and then list them based on the level of politeness!

Asking for Suggestions	Giving Suggestions
Do you have any ideas for me? Do you have any suggestions for me? What do you think of? Would you mind giving me your suggestion? Can you tell me where I should go? Can you suggest me?	You should + V1 It would be better if you + V1 You ought to +V1 I suggest you to +V1 I recommend you to +V1

In giving suggestions, especially about places it is important to know what those places look like. You have to be able to describe it, so the people who ask for suggestions will understand. In describing something, the pattern commonly used is **simple present tense** with the formula as follows:

**S – infinitive/-s, -es / be**

Examples:

Borobudur has a wonderful structure  
 It takes about 30 minutes to go there  
 Many tourists visit Borobudur in holiday seasons  
 People come to Malioboro with their family  
 Prambanan is a beautiful temple  
 There are ten terraces in Borobudur temple

## TASK 4

Listen to the dialogue and write down the expressions of asking for and giving suggestions contained in it.

## TASK 5

In pairs, perform a short dialogue containing the expressions of asking for and giving suggestions based on the cards randomly drawn by the teacher. Each pair must use different expressions.

Example.

The teacher draws



- Located in Jepara region
- snorkeling and diving spots
- beautiful beaches with white sand

Karimunjawa Island

Student 1 : “Do you have any idea where to go this weekend?”

Student 2 : “I suggest you to go to Karimunjawa island.”



- one of the best diving spots in Indonesia
- located in Papua island
- offers breathtaking view of ocean with cliffs

Raja Ampat



- The most famous island in Indonesia
- Offers both cultural and natural tourism
- People of which are mostly Hindi

Bali Island





- One of active volcanos in Indonesia
- Famous for its sunrise
- Located near Malang, East Java

**Mount Bromo**



- The biggest theme park in Indonesia
- Offers many attractions such as roller coaster
- Located in Jakarta

**Dufan**



- one of the cultural heritages left by the Dutch colonial
- used to be a prison and government office
- located in Semarang

**Lawang Sewu**



- The landmark of the republic of Indonesia
- Famous for gold-covered flame on its peak
- Located in Jakarta

**Monumen Nasional**



- Located in Lampung, South Sumatera
- Offers a beautiful sea view
- Famous for its dolphins

Kiluan Bay



- The biggest Buddhist temple in Indonesia
- One of UNESCO world's heritages
- located in Magelang

Borobudur

## TASK 6

In front of the class, describe a tourism spot you have visited or know so well orally and ask your friends to guess the name of it.

### For Your Information!

In Japanese baths, called *onsen*, always wash first before entering the water. The water is considered fouled if someone does not do this, kind of like the American equivalent of peeing in a pool. Also, use a wash cloth to cover your private bits and pieces. - From the Lonely Planet Japan travel guide



## TASK 7

Use the pictures in task 5 to compose a dialogue containing the expressions of asking for and giving suggestions and perform the dialogues in front of the class, in pairs. Give brief descriptions of the place in the dialogue.

Example.

Student 1	: "Hi, Rusty!"
Student 2	: "Hi, Linus!"
Student 1	: "Can you suggest me a nice place to visit this weekend?"
Student 2	: "Sure. You can go to Pindul Cave."
Student 1	: "How is it like?"
Student 2	: "It's a natural cave located in Wonosari, Gunung Kidul region. There you can do cave tubing along the river. The cave itself has a magnificent view of stalagmites. You can also enjoy traditional foods in food stalls located near the cave."
Student 1	: "It sounds great. Thanks for your suggestion"
Student 2	: "Nevermind."

### Did you know?

The Waldorf-Astoria hotel in New York was the first hotel in the world to offer room service—and the Waldorf Salad (apples, celery, walnuts, and mayonnaise) was created here- From FODOR'S TRAVEL


# TASK 8

Read the brochure below and answer the following questions.

**Sri Venkateswara Sanctuary**  
Spread over 500 acres, this wildlife sanctuary and national park has many species of flora and fauna, and serves as an ideal leisure spot.

**Chandragiri**  
Chandragiri, situated on the banks of the Swarnamukhi river in Chittoor district, was the last capital of the Vijayanagar kings. The Vijayanagar Empire contributed vastly to the enrichment of Telugu culture, art and literature. The Chandragiri Fort, along with its grand palaces Raja Mahal and the Rani Mahal, have been given a facelift. Situated atop a huge rock that stands 56 meters tall, the fort is 12 km from the temple town of Tirupati.


AP Tourism has got up a sound & light show at Chandragiri, capturing the bygone glory of the Vijayanagar Empire.



**Kanipakkam**  
The allure of this 11<sup>th</sup> century Vinayaka temple is that its main idol is believed to be growing in size so much so that a 'kavacham' (breastplate) made for the idol half a century ago has since become too small for it now.

Kanipakkam is about 70 km from Tirupati and 12 km from Chittoor.

**Srikalahasti**  
This temple of Lord Siva in the form of a 'Vayulinga' lies 36 km from Tirupati. Legend has it that Sri, a spider, spun a web over the Linga; Kala,



a snake, placed a gem atop it, while Hasti, an elephant, brought water in its trunk to wash the Linga. All the three were ardent worshippers of Siva.


The flame (Deepam) in the temple flickers constantly as air (Vayu) is said to be constantly emanating from the Sivalinga.

**Nature's glory**  
Chittoor District is endowed with rich flora and fauna as well as a number of waterfalls, including two perennial ones. The Talakona waterfalls is located in the picturesque Nagari valley, while the Kailasanathakona waterfalls is on the threshold of the Seven Hills. The water at Kailasanathakona is said to contain minerals that have curative properties. Local transport is available to these places. APTDC runs Haritha hotels at both the places.

**Horsley Hills**  
Horsley Hills comprise one of the best hill resorts of Andhra Pradesh. The hill station -- named after a British Collector of Cuddapah who had discovered the beauty of the area and made it his summer resort -- is 1,265 meters above sea level. It is situated 140 km from Tirupati and is almost the same distance from Bangalore.

Next to it is the famous Rishi Valley, which is home to a well known public school. The weather is cool and pleasant through the year. APTDC runs Haritha hill resort, which has an attached bar & restaurant, along with conference facility.

**Reach:**  
**Air:** Indian Airlines operates Hyderabad-Tirupati-Hyderabad flights on Thursdays and Saturdays.  
**Rail:** Tirupati is connected to all major cities of India.  
**Road:** Tirupati is well connected to Bengaluru, Chennai, Chittoor, Hyderabad and Vijayawada.  
For local transport, tourists can take temple buses and RTC buses. Taxis and rickshaws are also available.  
**Stay:**  
Many star hotels, lodges, guest houses and choultries are available both at Tirupati and Tirumala



1. What is the text above about?
2. What is the purpose of the text above?
3. What can the visitors see in the Sri Venkateswara Sanctuary?
4. How is the weather in the Rishi Valley?
5. How can the visitors go Tirupati?

# TASK 9

Pay attention to the brochure and the information below. Then compose a conversation in pairs and perform it in front of the class.



welcome  
to  
JOGJA

**BOROBUDUR**  
Located near Magelang, Borobudur is the biggest as well as the most well-known buddhist temple in Indonesia. It was built in the 9th century by Syailendra Dynasty. It offers magnificent architecture with 2,672 relief panels and 504 Buddha statues. Borobudur is a destination which is able to attract global stars such as the football superstar David Beckham and Richard Gere, one of the world's most famous actor.

**KERATON YOGYAKARTA**  
Keraton Yogyakarta is one of the places tourists must see when visiting in Yogyakarta. Keraton means Palace in English. It is the place where the King or Sultan of Yogyakarta resides. There are many things visitors can see in Keraton, from the unique architectures, servants wearing traditional outfits doing their daily jobs, to art performances

**PRAMBANAN**  
While Borobudur is a buddhist, Prambanan is a Hindi Temple located in Kalasan village, around 15 kilometers from the centre of Yogyakarta. It is a complex of temples with the main Prambanan Temple as its centre. Prambanan Temple is often visited by many tourists both local and international on weekends, as well as holiday seasons. It is also well-known for the Ramayana Ballet, a dance performance showing the tale of Rama and Shinta. It is held several times in a month in the main complex of Prambanan Temple.

**INDRAYANTI BEACH**  
Indrayanti Beach is located in Gunung Kidul district and along with Pindul Cave become the hottest tourism destinations in Yogyakarta now. It offers beautiful view with white sand, waves, and rock cliffs, as well as some restaurants serving coconut drinks and seafood. Tourists can also stay overnight in Indrayanti Beach since there are many gazebos with reasonable price for rent.

**TAMAN SARI**  
Taman Sari, or usually called Taman Sari Water Castle is a site of a former royal garden of The Sultanate of Yogyakarta. Located around 2 kilometers south within the ground of Keraton Yogyakarta, it had multiple functions in the past such as a resting area, a workshop, a defense area, and a hiding place. It consists of four areas: a large artificial lake in the west, a bathing complex in the centre, a complex of pavilions and pools in the south and a smaller lake in the east.

**GUA PINDUL**  
Gua Pindul (Pindul Cave) is one of the hottest tourism places in Yogyakarta. Located in Gunung Kidul district, around 50 kilometers from the centre of Yogyakarta, it offers beautiful view and cave tubing activities.

**MALIOBORO**  
Malioboro is the name of the most famous as well as the major shopping street in Yogyakarta. Located near other tourism spots like Keraton, Taman Sari, and Alun-Alun, this street is visited by thousand visitors everyday, especially on the weekend. There are many street cafes serving local cuisines like Gudeg, stalls selling various goods and merchandise, hotels and shopping centres along Malioboro Street.

**EMERGENCY CALL NUMBERS:**

POLICE : 110  
EMERGENCY CALL : 112  
AMBULANCE : 118  
SEARCH AND RESCUE : (0274) 587559  
FIRE-FIGHTERS : 113  
RED CROSS : (0274) 372176

Mr. Jim Gordon, a French businessman comes to Jogjakarta for business purposes. He stays in the Hyatt hotel for 5 nights. On the last day in Jogja, he wants to visit a tourism attraction in Jogja. He asks the reception staff of the hotel where to visit with some conditions as follow:

1. His hotel is located at the center of Jogjakarta
2. He wants to visit either a cultural attraction or a beach
3. If it is a beach, he wants one which takes less than three hour
4. If it is a cultural attraction, he does not want to go to a temple
5. He wants to go by either chartered car or bus, and if possible with a tour organizer

## C. HOMEWORK

### TASK 10

Pay attention to your hometown and its surrounding. Write down the description of it and perform it in front of the class later.

### TASK 11

Find information of a tourism place or event from the internet and compose a dialogue involving at least 4 expressions of asking for and giving suggestions using the information.

## D. REFLECTION

Did you learn much from this unit? Put a tick mark (✓) on the box according to how much you have learned.

Aspects	Little	Much	Very Much
Vocabulary			
Grammar building			
Analyzing texts (tourism posters)			
Using the expressions of asking for and giving suggestions in both spoken and written forms			



## E. SUMMARY

In this unit, you have learned:

Asking for Suggestions	Giving Suggestions
Do you have any ideas for me? Do you have any suggestions for me? What do you think of? Would you mind giving me your suggestion? Can you tell me where I should go? Can you suggest me?	You should + V1 It would be better if you + V1 You ought to +V1 I suggest you to +V1 I recommend you to +V1

In giving suggestion, one of the important aspect to consider is to give clear description to the people asking you for suggestion. The common term to describe things, places, etc is:

**S – infinitive/-s, -es / be1**

Examples:

Borobudur has a wonderful structure  
 It takes about 30 minutes to go there  
 Many tourists visit Borobudur in holiday seasons  
 People come to Malioboro with their family  
 Prambanan is a beautiful temple  
 There are ten terraces in Borobudur temple

## Pictures in this unit were taken from:

Cover : <http://sukatours.files.wordpress.com/>

Task 1 :  
1. <http://news.bbcimg.co.uk/>  
2. <http://carillon-beach.com/>  
3. <http://4.bp.blogspot.com/>  
4. <http://thinkvisual.files.wordpress.com/>  
5. <http://www.superioruniformgroup.com/>

Task 2 : <http://yogyes.com/>

Task 7 :  
1. <http://travels.patrik.com/>  
2. <http://www.embassyofindonesia.org/>  
3. <http://www.bubblews.com/>  
4. <http://static.panoramio.com/>  
5. <http://www.bubblews.com/>  
6. <http://www.wallsave.com/>  
7. <http://2.bp.blogspot.com/>  
8. Own documentation

Task 9 : <http://1.bp.blogspot.com/>

Task 10 : own made

APPENDIX N

Research Permission Letter



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0501a/UN.34.12/DT/V/2013  
Lampiran : 1 Berkas Proposal  
Hal : **Permohonan Izin Penelitian**

21 Mei 2013

Kepada Yth.  
Manager VIDI Hotel Yogyakarta  
Jl. Kaliurang KM 5 Sleman Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

***DESIGNING A COURSE FOR RECEPTION STAFF OF HOTEL VIDI YOGYAKARTA***

Mahasiswa dimaksud adalah :

Nama : SEPTIAN DAMARA A.  
NIM : 08202244053  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Mei 2013  
Lokasi Penelitian : VIDI Hotel Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubag Pendidikan FBS,  
  
Indan Probo Utami, S.E.  
NIP-19670704 199312 2 001